DOCUMENT RESUME

ED 163 154 - AA 001 057

Resources in Education (RIE). Volume 14, Number 1.
Educational Resources Information Center (DHEW), Washington, D.C.; ORI, Inc., Bethesda, Md. Information Systems Div.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 79
Note-1P.; Contains accession numbers ED 157 988 - ED 159 303
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402; on annual subscription, $42.70 (Domestic), $53.40 (Foreign)
EDRS Price MF-$1.16 HC Not Available from EDRS.
Descriptors-*Abstracts; *Annotated Bibliographies; *Documentation; Education; Educational Reseach; *Educational Resources; Indexes (Locaters); *Information Dissemination; *Instructional Materials; Literature Reviews; Periodicals; Resource Guides; Technical Reports
Identifiers-*Resources in Education

Resources in Education (RIE) is a monthly abstract journal which announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, and ERIC Clearinghouse Number. This special COM Microfiche edition is prepared directly from the ERIC magnetic tape data base prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (LRS/WTB)

ED 158 005 CE 017 206

Profiles of Career Education Projects. Third Year's Program: Fiscal Year 1977 Funding.

Thomas Buffington and Associates, Washington, D.C.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Apr 78
Contract-300-77-0470
Note-290p.; For a related document see CE 017 150
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01873-0)
EDRS Price MF-$0.83 HC-$15.39 Plus Postage.
Descriptors-Adult Education, *Career Education, Communications, Community Colleges, Disadvantaged Youth, Educational Finance, Educational Methods, Elementary Secondary Education, Federal Legislation, Gifted, Handicapped, Higher Education, Minority Groups, *Program Descriptions, Program Evaluation, Program Improvement, *Projects, Publicize, Sex Stereotypes, Staff Improvement, State Federal Aid, *State Programs, Teacher Education
Identifiers-*Public Law 93 380

This report is one of two documents which provide short summaries of career education projects funded under the provisions of Section 406 of Public Law 93-380 during fiscal year 1977. Each project summary follows a similar format which includes identifying information (title, grantee, project director), major objectives, project activities, evaluation, communications, and demographic information. The 137 projects summarized in the two documents are grouped into six categories: (1) incremental quality improvements in K-12 career education programs (twenty-one projects); (2) effective career education methods and techniques in senior high schools, community colleges, adult and community education agencies, and higher education (twelve projects); (3) effective career education methods and techniques for special segments of the population (handicapped, gifted and talented, minority, and low income youth) and for the reduction of sex stereotyping in career choices (twenty projects); (4) effective methods and techniques for training and retraining persons conducting career education programs (thirteen projects); (5) communication of career education philosophy, methods, program activities, and evaluation results (eighteen projects); and (6) state plans for the implementation of career education in local educational agencies (fifty-three projects). Project summaries in categories 1-5 are found in this document; the fifty-three project summaries in category 6 are included in a companion document, CE 017 150. (BM)

number of justice degree programs available by state; table 2 provides criminal justice personnel enrollment data by state, indicating whether police, judicial, or correctional personnel; and table three gives student enrollment data by state providing figures for both full- and part-time. Section II, the major portion of the document, provides an alphabetical listing of criminal justice programs by state, including degrees offered, curriculum areas, and courses offered. Section III describes three things: the law enforcement education programs, including types of financial assistance available, eligibility requirements for a grant, and an address of where to obtain further information; the Academy of Criminal Justice Sciences, including its purposes, a description of two documents it has published, and the name and address of a person to contact for further information; and the American Association of Doctoral Programs in Criminal Justice and Criminology, including its purpose, areas of conern, and names and addresses of two people to contact for further information. Section IV contains a description of eighteen publications available from the International Association of Chiefs of Police (IACP). (A publications order form is provided.) Also included in this section are blank questionnaire forms to be used by institutions to indicate additional program offerings or adjustments to current programs listed in the directory. (JH)

ED 158 041 CE 017 491

Shea, Mary Lou
Nurse Aide Education in Illinois.
Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date- 78
Note-16p.; Initial words of left margin on some pages may not reproduce well due to faint print
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Core Courses, Educational Legislation, Educational Needs, Educational Problems, Health Occupations Education, *Job Training, *Nurses Aides, Planning Meetings, *Policy Formation, Program Planning, State of the Art Reviews, *Statewide Planning
Identifiers-Illinois

Nurse aide education is an issue that governmental and health care agencies are addressing. Nurse aides are employed in numerous and varied health care agencies, such as hospitals, nursing homes, physician's offices, and private homes. Although there are no educational requirements for nurse aides in Illinois, there are a number of formal training programs being conducted in proprietary schools, hospitals, and nursing homes. However, numerous nurse aides begin work, particularly in long-term facilities, with no pre-employment training. Between November, 1977, and January, 1978, three meetings involving several agencies in Illinois were held to discuss nurse aide education. Common concerns, such as the excessive annual turnover for nurse aides, were discussed at the first meeting, while the second focused on an assessment of what each agency was doing in relation to nurse aide education. During the third meeting, a number of nurse aide education materials were viewed. It was decided that a core curriculum approach to nurse aide education was desirable and legislation was needed to require pre-employment training for nurse aides. A sub-committee volunteered to write a position paper to serve as the basis for drafting legislation. (The sub-committee's three conclusions and recommendations are attached.) (EM) considerations are given. Included is a discussion of the recommended class size, class schedule, facilities and equipment, student prerequisites, and faculty structure and qualifications. Course implementation considerations are also given including the use of the fifteen instructor lesson plan modules, testing and evaluating the students, and certification of students upon completion of the program. The concluding section outlines program administration steps. Appendixes include standards for emergency medical technician-paramedic performance, course goals by module, course content outline, suggested instructional time by module, prerequisites and sample scheduling, and recommended minimum equipment. (JH) objective page telling the student what will be learned, what materials are needed, and how he/she will be evaluated; a section providing information needed to perform the activity; and a job steps page detailing the steps necessary to do the task. Many visuals are included to accommodate the low reader. Technical words are defined as they appear in the text. (This document and related documents CE 017 555, CE 017 557, and CE 017 558 are one of three sets of learning modules on graphics. The other two sets are written in formats designed for educable mentally impaired and visually impaired students. The modules are part of a total set of over 1,300 written for different student populations. Building maintenance, dietetic assistant, small engine repair, and medical assistant are the other vocational fields covered. CE 017 554 is the final report of the project.) (JH)

Descriptors-*Dietetics, Learning Modules, Nutrition Instruction, *Occupational Home Economics, Safety, Special Education, *Visually Handicapped, *Vocational Education

This instructional package is one of two designed for visually impaired students on the vocational area of dietetic assistant. The forty-seven learning modules are organized into three units: nutrition; menu planning and food ordering; and housekeeping and safety. Each module, printed in large block type, includes these elements: a performance objective page telling what will be learned, what materials will be needed, and how the student will be evaluated; information and job step pages which provide information needed to perform the activity; and detail job steps necessary to do the task. Illustrations are designed for the visually impaired. (This document and CE 017 578 are one of two sets of learning modules on dietetic assistant. The other set is written in a format designed for regular vocational students. The modules are part of a total set of over 1,300 written for different student populations. Building maintenance, graphics, small engine repair, and medical assistant are the other vocational fields covered. CE 017 554 is the final report of the project to develop the modules.) (JH)

Construction Occupations Structural. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.-Bull-1955-14
Pub Date-78
Note-21p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Bricklayers, *Building Trades, Carpenters, Construction (Process), Construction Industry, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Flooring, Information Sources, Job Skills, Job Training, Laborers, Machine Tool Operators, Metal Working Occupations, *Occupational Information, Occupational Mobility, Plumbing, Promotion (Occupational), Roofing, Salaries, Wages, Work Environment

Focusing on structural construction occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include bricklayers, stonemasons, marble setters, carpenters, cement masons, terrazzo workers, construction laborers, elevator constructors, ironworkers, operating engineers (construction machinery operators), plumbers, pipefitters, and roofers. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

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ED 158 155 CG 012 608

Patterson, Charlotte J. And Others

Children's Referential Communication: Components of Plans for Effective Listening.

Pub Date-78

Note-10p.; Paper presented at the Meeting of the Southwestern Society for Research in Human Development (Dallas, Texas, March, 1978); Not available in hard copy due to marginal legibility

Available from-Charlotte Patterson, Dept. of Psychology, Gilmer Hall, University of Virginia, Charlottesville, VA 22901

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Behavioral Science Research, *Children, *Communication (Thought Transfer), *Information Seeking, Listening Comprehension, *Listening Skills, *Questioning Techniques, Reactive Behavior, *Verbal Communication

Identifiers-*Referential Communication Skills

This paper reports an investigation of the effects of two plans on children's listener behavior in a referential communication setting. The design systematically varied the presence and absence of instructions about a plan to engage in comparison activities (comparison plan), and instructions about a plan to request more information if the speaker's message was ambiguous (action plan). Subjects were 94 elementary school children who played the role of listeners. The speaker was an adult confederate who produced messages of varying informational adequacy. Results show that on an immediate test, children receiving the action plan asked more questions when the messages were ambiguous and made more correct referent choices than other subjects. These effects persisted on a test administered two weeks later. No significant effect of the comparison plan was observed on either the immediate or the delayed test. Overall, the results suggest that knowing when and how to request additional information is an important listener skill. (Author) campus. Some abuses often observed are excessive consumption, use of alcohol as a means of socialization, strong peer pressure on others to drink, loud boisterous behavior, occasional disruptions and damage, and, on some occasions, harassment, intimidation, and physical conflict with other people. Most youthful drinkers quickly develop moderate, controlled drinking behavior patterns and do not encounter serious problems with alcohol abuse. But the minority who cannot maintain self-control or who become dependent on alcohol create severe problems for themselves and for others who must deal with them in group social activities and residence group living situations. These people, and the constant influx of new students to our campuses each year, generate a never-ending challenge for student personnel professionals and students. We now recognize that the number of regular drinkers among the college-age population is increasing and that many students do develop serious, long-range alcohol abuse problems. This publication will provide a model; offer applicable easily utilized strategies for staff and students; and identify readily available low cost resources. (Author) education; and (3) methodical procedures that might foster these research programs. It was found that two major issues face decision makers considering future directions for research on adolescent complex problem solving. The first concerns appropriate theoretical formulations to guide research programs which, unlike Piagetian theory, would be able to offer predictions concerning current educational issues such as transfer, task specific variance and instruction. The second concerns appropriate methodical tools, such as task analysis and multivariate analysis, which gather information to develop the theories. These methodological tools were considered valuable for understanding why and how task information is encoded and why and how conceptual schemes become available to a subject and are activated. Also, it was proposed that by analyzing the likely causes of failure on tasks studied, researchers could begin to understand how to design instruction in adolescent reasoning. (Author/PF)

ED 158 225 CS 004 233

Karlin, Robert

Causes and Cures of Reading Failure in the Culturally Different: A Minority View.

Pub Date-May 78
Note-17p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Culturally Disadvantaged, Economic Disadvantagement, Inservice Teacher Education, *Low Income Groups, *Minority Groups, Nonstandard Dialects, *Parent Attitudes, Parent Participation, *Reading Achievement, *Reading Failure, Reading Readiness, Student Motivation, *Teacher Education

Research studies have attributed the reading failure of children from low socioeconomic groups to factors such as hunger, poor physical health, substandard living conditions, and the language mismatch that results from the difference between spoken nonstandard dialect and printed standard English. While each of these does influence reading achievement, two other factors seem more basic to the issue: parental attitude and the competency of the reading teacher. Parents who value reading offer the learning child a tradition of literacy, provide educational toys and experiences, involve themselves in the school's activities, and demonstrate positive behaviors that make a child want to read. By their ability to translate theory into viable teaching strategies, effective reading teachers provide the minority child with individualized instruction and special reading sessions, make available large quantities and varieties of books, and use a variety of teaching approaches and reading materials to motivate the learner. Finally, because statistics indicate a relationship between family income and reading achievement (the lower the income, the higher the percentage of failure), one possible solution to the problem of reading failure would be to increase the income level of poor families. (MAI)

this way, the learner forms tentative rules for including words in that group, and redefines the dimensions of the group by adding and removing words. Few other techniques for word study are so flexible, retain students' interest so long, or engage them in such high-level thinking as word sorts. (FL)

ED 158 246 CS 004 293

Garcia, Sally

A Multi-Media Training Program for Practitioners of the SR/SE.

Pub Date-Mar 78
Note-11p.; Paper presented at the Annual Meeting of the Western College Reading Association (11th, Long Beach, California, March 16-19, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Cybernetics, *Diagnostic Teaching, *Educational Programs, Learning Laboratories, *Multimedia Instruction, *Reading Skills, *Study Skills, Systems Approach, Teacher Education

The Survey of Reading and Study Efficiency'' (SR/SE), which is used to diagnose and prescribe learning skills, requires careful training before it is administered. To address this need, a comprehensive multi-media program was designed to orient practitioners in the rationale and background of the SR/SE. The training program has five characteristics: it is rigorous, systematic, mathemagenic, cybernetic, and media-based. The first step in developing the program was to outline the objectives. The program was next organized into sub-categories which were analyzed to determine which combination of media and personnel would best achieve the objectives. The completed program consists of print media, slides, and cassettes, in combination with personnel. The mathemagenic (learning by doing'') aspect of the program provides hands on'' experience for the learner. The cybernetic aspect is included for two reasons: evaluation and improvement of the program, and learner verification and/or clarification. Finally, a multi-media approach was selected because it facilitates duplication of those aspects of the training process that remain static. (FL)

which exist among those items. To determine if the ability of learners to recall text information is influenced by the location of the information within the text and by syntactic contrasts among informational items, 22 college students were given a passage to study and then were administered a completion-type recall test. The results showed that items of information located in a context of topically related information are more readily recalled than those located in a topically unrelated context. However, items which were contrasted with one another through syntactic cues were recalled no better than those which occurred alone and unconnected. These findings suggest that if logical relations are built into the semantic structure of texts, learning from the texts will be improved. (FL)

ED 158 290 CS 204 274

Madden, Peter

Guide to Children's Magazines, Newspapers, Reference Books.

Association for Childhood Education International, Washington, D.C.
Pub Date-77
Note-13p.; Parts may not reproduce clearly due to paper color
Available from-Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016 ($0.75 paper)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Bibliographies, Biographies, *Childrens Books, *Childrens Literature, Dictionaries, Elementary Secondary Education, Encyclopedias, Fine Arts, Library Guides, Literature, Music, *Newspapers, *Periodicals, *Reference Books, Social Sciences, Thesauri

The annotated entries in this bibliography of publications for children are divided into two categories: magazines and newspapers, and reference books. The first section, arranged alphabetically, includes periodicals on sports, science, history, hobbies, and entertainment. The reference books are grouped under the following headings: biography, dictionaries and thesauri, encyclopedias, fine arts and music, handbooks and almanacs, literature, recreation, science, and social science. Many of the entries indicate appropriate age or grade level. (MAI)

ED 158 312 CS 204 300

Webster, James Coscarelli, William C.

Preferences and Policy: Some Data for Policy Decisions in Children's Television Programming.

Pub Date-Aug 78
Note-19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Childhood Interests, *Childrens Television, Elementary Education, *Policy Formation, *Programing (Broadcast), *Student Interests, Television Surveys, *Television Viewing
Identifiers-*Audience Preference

To determine if children watch adult programs on weekday prime-time television because more suitable age-specific programming is unavailable, a study was conducted to assess children's viewing preferences using a forced-choice instrument. After a pilot study established the validity of the instrument, four popular children's programs were systematically pitted against early prime-time network programs in a questionnaire administered to 308 third and fifth grade students. The overwhelming majority of respondents indicated a preference for their favorite adult programs even when children's programs were available. When a preferred adult program was unavailable to the child, however, the relative appeal of children's programming increased markedly. The results suggest that even popular children's programs would have trouble competing for the child audience against adult programs in prime time. Further, since much weekday afternoon programming is off-network adult television, children's programming would face similar difficulties attracting an audience if scheduled during that time. (FL)

remaining areas covered. The concluding chapter looks to the future of language arts research. References appear at the end of each chapter. (FL)

ED 158 334 CS 502 105

Rodgers, Raymond S.

The Wasps in Court: Argument and Audience in the Athenian Dikasteries.

Pub Date-Dec 77
Note-13p.; Paper presented at the Annual Meeting of the Speech Communication Association (63rd, Washington, D.C., December 1-4, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Ancient History, *Courts, *Emotional Response, *Greek Civilization, Hearings, *Persuasive Discourse, Public Speaking, Rhetoric, *Rhetorical Criticism
Identifiers-Aristophanes, *Aristotle, *Juries

In an attempt to explain why Aristotle devotes a substantial part of Book Two of "The Rhetoric" to methods for arousing jurors' emotions, despite stating previously that such emotional appeal is nonessential and unethical, this paper examines the nature of the Athenian jury courts, or dikasteries. It first discusses the historical development and general nature of the Athenian jury system, noting that jurors, or dikasts, were often poverty-stricken old men who served as jurors because of the jurors' fees they earned. Next, to show the characteristics of the dikasts, the paper presents a passage from Aristophanes's play "The Wasps," along with statements from several commentators that support the conclusion that, although dikasts probably were prevented from taking bribes, their natures encouraged arguments characterized by appeals to prejudice, pity, and greed. The paper then examines argument in the dikasteries, citing commentators' statements that point to the prevalence in the Athenian courtroom of bitter speeches of accusation and impassioned appeals by defendants. The paper concludes that, although Aristotle would have preferred to avoid the use of pathos in the law courts, he recognized its necessity and efficacy with the men who made up the juries. (GW)

investigated in a study conducted with 51 female and 55 male college students. The study was based on the assumption that submissiveness is positively related to skill in decoding nonverbal cues and was designed after consideration of previous studies (many of which are summarized) of the connections between decoding ability and personal characteristics, personality correlates, and other communicative skills. The research questions addressed the relationships between orientation toward control by powerful others, femininity, and the ability to decode nonverbal cues, and the ability of orientation toward control by powerful others, gender, and femininity to serve as predictors of decoding ability. Measurement instruments included the Profile of Nonverbal Sensitivity, the Bem Sex Role Inventory, and two scales that measured the degree of orientation toward control by powerful others. Analysis of the results indicated that females are better decoders than males, that dominance and decoding may not be meaningfully related, and that femininity and ability to decode nonverbal cues are negatively related. (GW)

ED 158 375 EA 010 773

Gayfer, Margaret

An Overview of Canadian Education. Second Edition.

Canadian Education Association, Toronto (Ontario).
Pub Date-78
Note-43p.; For a related document, see ED 100 035
Available from-The Canadian Education Association, 252 Bloor Street West, Suite S850, Toronto, Ontario, Canada M5S 1V5 ($2.50; payment should accompany order)
Document Not Available from EDRS.
Descriptors-Education, Elementary Education, Governance, *Organization, Program Descriptions, Secondary Education
Identifiers-*Canada

A brief yet comprehensive general picture of the structure, support, practices, and principles of Canadian education, this booklet presents a basic overview of information about education at the national, provincial, and state levels. Emphasis is on elementary and secondary education. A chapter on the provincial structure of education includes short entries on such areas as departments of education, financing, school-year length, school attendance, diplomas, curriculum and textbooks. A chapter on schools contains short notes on such areas as elementary schools, secondary schools, private schools, special schools, technical and vocational education, enrollment trends, and continuing education. This second edition updates information presented in the 1974 edition and includes a revised appendix of short descriptions of national educational organizations, notes on some federal departments and agencies that have an interest in education, and a brief list of books and reports for further reading. An edition was also issued in French. (Author/JM) kindergartens have been seen increasingly as tools to be used for shaping children and society in a variety of directions. In the process, the concept of preschool education has become accepted as a normal part of the educational process. The question now is whether the scope of preschool education should be broadened. Should young children spend more than the typical half day in school, or is the value of such organized education lower than the value of maintaining and promoting the family experience? Should preschool education be institutionalized as part of public education, or would this destroy a valuable diversity in approaches? This document explores briefly the arguments for and against expanding kindergartens and supplies numerous references to the literature on both sides of the issue. (Author/PGD)

Update on State-Wide School Finance Cases.

Lawyers' Committee for Civil Rights Under Law, Washington, D.C.
Pub Date-Feb 78
Note-46p.; For a related document, see ED 119 299
Available from-School Finance Project, Lawyers' Committee for Civil Rights Under Law, 733 15th Street, N.W., Suite 520, Washington, D.C. 20005 ($1.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Court Cases, *Court Litigation, *Educational Finance, Elementary Secondary Education, *State Legislation

This summary provides an overview of developments in school finance litigation in 1976 and 1977. A number of cases presented here are broad-based attacks upon the inequality of educational opportunity resulting from statewide school finance systems that make educational funding a function of district property wealth. In other cases, the primary focus is on the state's failure to equalize for the effects of municipal overburden, the higher costs of urban education, or the greater concentrations of disadvantaged children in urban schools. Still others challenge a state's delegating to local voters its constitutional obligation to provide the funds necessary for adequate or equal educational opportunities. Taken as a whole, cases decided in 1977 show continued progress in the effort to achieve school finance reform through litigation. Discussions of 12 terminated school finance cases are presented as well as descriptions of 18 cases pending as of February 1978. This is the fifth summary of school finance cases prepared by the School Finance Project. All the cases described in the February 1977 summary are included here. (Author/JM)

ED 158 440 EA 010 966

Gorton, Richard A. McIntyre, Kenneth E.

The Senior High School Principalship. Volume II: The Effective Principal.

National Association of Secondary School Principals, Reston, Va.
Pub Date-78
Note-98p.; For a related document, see ED 154 508
Available from-NASSP, 1904 Association Drive, Reston, Virginia 22091 ($5.00; discounts available; orders totaling $10.00 or less must be accompanied by payment)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Administrator Characteristics, Interviews, Leadership Qualities, *Principals, Senior High Schools

An analysis of indepth interviews with sixty effective principals, this study attempted to document the characteristics that allow high school principals to be effective leaders. Principals interviewed were picked by directors of secondary education in the department of public instruction in each state. Interviewers were asked questions about personal, professional, and school characteristics; the nature of the job; and problem-solving techniques. The interviews revealed no set of personal qualities or unique leadership style for effective high school principals. The majority of principals interviewed were hardworking, dedicated individuals concerned with students and very interested in high educational quality. Their greatest asset was their ability to work with different kinds of people. They all had strong support from students, teachers, parents, and the district office, along with a reasonable amount of autonomy and resources. Many complained about excessive amounts of paperwork, required attendance at district meetings, and lack of clarity in their role descriptions. Most of the principals gave low priority to the areas of curriculum development, teacher inservice education, program evaluation, and community involvement. Finally, most of these effective principals were not planning to stay in the principalship. They were planning to move to higher positions or to leave education altogether. (Author/JM) whether they are in self contained special education classes, regular classes, resource rooms, or being prepared to be returned to the mainstream. The program's basic component revolves around 13 generic competencies that are felt to be basic to the training of all teachers. Results of a study involving 30 graduate students support the validity of each of these competencies. (Author/SBH)

ED 158 500 EC 111 901

Brock, Robert J.

Vocational Education for the Handicapped: The University of Wisconsin-Stout Special Education Program. Includes Final Report.

Wisconsin Univ. - Stout, Menomonie.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Jun 78
Grant-OEG-0-73-6061
Note-127p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978) ; Some pages may be marginally legible due to type size
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Curriculum Design, *Handicapped Children, Higher Education, Post Secondary Education, *Program Descriptions, Secondary Education, Secondary School Teachers, Special Education Teachers, *Teacher Education, *Vocational Education, *Vocational Rehabilitation

The University of Wisconsin-Stout Special Education Program prepares secondary teachers to teach vocational and life function skills. Incorporating vocational education, vocational rehabilitation, and special education into a single degree program, graduates facilitate the transition of handicapped individuals from school to the world of work. Followup studies of graduates suggest that teachers trained in this manner are more able to serve the needs of handicapped persons than teachers trained in the more traditional academic and elementary oriented programs. (A final report on the university's teacher traiing program is included.) (Author)

ED 158 533 EC 111 934

Tharp, Paulette

Returning the Child with Cancer to the Classroom.

Pub Date-Jun 78

Note-10p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Diseases, Interdisciplinary Approach, Program Descriptions, *Rehabilitation, Special Health Problems

Identifiers-*Cancer

The paper discusses the rehabilitation of pediatric cancer patients undertaken by a multidisciplinary team with the arm of returning the children to the classroom. Details including transportation, tutoring, and preparation of classmates are considered. (CL)

Language Curriculum, Professional Continuing Education, Program Development, *Second Language Learning, Short Courses, Small Group Instruction, Student Attitudes, Teacher Attitudes, Teacher Education, *Teaching Methods, Uncommonly Taught Languages

This volume on foreign language teaching and learning concerns the following topics: lifelong learning, small-group learning, the minicourse, student attitudes toward foreign languages, problems in secondary schools, humanistic education, curricula in uncommonly taught languages, foreign languages in elementary and adolescent-centered education, continuing education for foreign language teachers, and research directions in the 1970s. The foreign language profession is characterized by the generation of many new ideas and innovations, but there is growing evidence that a significant number of language teachers have a negative impression of what is happening in the profession. What is needed is an evaluation and synthesis of the work of recent years in the development of new alternatives in theory and practice. Teachers need a better understanding of the relationships of many variables which occur in the teaching/learning process in the foreign language classroom. An integration of teaching and research and a model for education based on the concept of lifelong learning is suggested for the foreign language profession. The teacher as a professional needs to possess integrative skills and a viewpoint which recognizes the complexity of the growing body of knowledge in the field. (SW)

ED 158 581 FL 009 688

Tiemo, G. O. E.

Egbema-Ijo Customs and Traditions. Occasional Publication No. 17.

Ibadan Univ. (Nigeria). Inst. of African Studies.

Pub Date-68

Note-43p.; Reproduced from best copy available

Available from-Institute of African Studies, University of Ibadan, Ibadan, Nigeria (Some publications may be out of print)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Acculturation, *African Culture, African History, *African Languages, Cultural Activities, Cultural Awareness, *Cultural Background, Cultural Context, Cultural Factors, Cultural Interrelationships, Cultural Pluralism, *Cultural Traits, Regional Dialects, *Sociocultural Patterns, Uncommonly Taught Languages, Word Lists

Identifiers-*Egbema Ijo, *Nigeria

Egbema, one of six Ijo groups in Nigeria, is an obscure group in danger of becoming dominated by the culture of its neighbors. The Ijo people appear to be socially, politically, and spiritually lost, and their dialects are disappearing. In the Ijo society physical appearance is important, and men and women wear specified dress. Performing greetings correctly with the proper gestures is an essential part of the culture. Marriage rites are very traditional, including a bride price, a formal ceremony, and marital rules. For births, middle-aged women serve as mid-wives; for deaths the women burst into bitter lamentation while the men dress the corpse and perform other rites. For the settlement of disputes, there are different ways for different cases. Since the Ijo live in the Niger Delta, they are accomplished rivermen who excel at work in boats and ships. Religion is also a very important part of their lives. Other activities include dancing, wrestling, and children's games (11 are described). A 13 page wordlist of the Egbema dialect is appended. (NCR)

ED 158 059 CE 017 515

National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module I. The Emergency Medical Technician, His Role, Responsibility, and Training.

National Highway Traffic Safety Administration (DOT), Washington, D. C.
Report No.-DOT-HS-802-438
Pub Date 77
Note-25p.; For related documents see CE 017 514-529; The student text and workbook will be available separately.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 050-003-00280-1)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Behavioral Objectives, Curriculum Guides, Death, *Emergency Squad Personnel, *Job Training, Laws, Learning Activities, Legal Responsibility, Lesson Plans, Medical Treatment, Paramedical Occupations

This instructor's lesson plan guide is one of fifteen modules designed for use in the training of emergency medical technicians (EMT). Four units are presented: (1) role of the EMT, including the operation of an emerging medical services system; (2) the laws relevant to EMTs functioning in the field; (3) activities and responsibilities of an EMT during the training program; and (4) the issues of death and dying, medical ethics, and a patient's rights. Each unit includes behavioral objectives, teaching procedures, lists of needed materials, and content outline. (It is suggested that each module can be presented individually or combined with other modules to construct a course for a selected group of students; CE 017 514 is a course guide for use in planning and implementing the total training program.) (JH)

ED 158 136 CE 017 786

Social Service Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.-Bull-1955-32
Pub Date-78
Note-21p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Dietitians, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Home Economics, Home Health Aides, *Human Services, Information Sources, Job Skills, Job Training, *Occupational Information, Occupational Mobility, Parks, Promotion (Occupational), Recreation, Salaries, Social Services, *Social Workers, Visiting Homemakers, Wages, Work Environment

Focusing on social service occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include dietitians, home economist, homemaker-home health aides, park/recreation/leisure service workers, social service aides, and social workers. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 398 EA 010 807

Hess, Fritz And Others

Promotion vs. Non-Promotion: A Policy Review.

Pub Date-78

Note-16p.; Chapter 7 of ``Issues in Education: A Documented Look at Seven Current Topics'' (EA 010 800); For related documents, see EA 010 800-806

Available from-Not available separately see EA 010 800

Document Not Available from EDRS.

Descriptors-Elementary Secondary Education, *Grade Repetition, *Student Promotion

Until the 1930s it was common educational practice to require students doing poor academic work to repeat classes, to repeat entire grades, or to remain for some period of time in a grade level where they needed additional work. When psychologists and others determined that these techniques had negative psycho-emotional effects, the practices were generally abandoned. Declining student achievement rates have brought a revival of interest in repetition and grade retention in the 1970s. Studies of the effects of retention methods on academic achievement are generally inconclusive, showing no major benefits to be gained in contrast to the real possibility for psychological harm. On the whole, subject repetition seems to offer the fewest difficulties among these traditional methods of remediation at the middle and high school levels. At the elementary level remedial instruction within the grade level may prove more valuable than the older methods. (Author/PGD)

ED 158 469 EC 111 843

Swanson, Jennie E. Kise, Leonard K.
Parents as Partners in Assessment: The Future Begins Now!
Pub Date-Jun 78
Note-9p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Child Development, *Developmental Tasks, *Early Childhood Education, *Parent Role, *Student Evaluation
Identifiers-*Parent Resources

The paper describes Partners in Child Develoment A Creative Approach to Parenting,'' a developmental profile of 160 competencies of children (birth to 5 years) which is designed to be used by parents to chart their child's unique developmental pattern. It is explained that each competency is described, with suggestions for new interactions for partnerships between the parent and child, which expand the child's newly formed ability. (Author/SBH)

ED 158 079 CE 017 557

Pettit, Glen And Others

Multiple Learning Strategies Project. Graphics. Regular Vocational-Low Reader. Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-Oct 77

Grant-G007603808

Note-480p.; For related documents see CE 017 554-583.

EDRS Price MF-$0.83 HC-$26.11 Plus Postage.

Descriptors-*Graphic Arts, *Learning Activities, Learning Modules, Photocomposition, Reading Level, *Retarded Readers, *Vocational Education, Young Adults

This instructional package, one of four designed for use by regular and low reader vocational students, focuses on the vocational area of graphics. (Low readers are identified as those reading at a grade 3-6 level.) Contained in this document are sixty-two learning modules organized into three units: camera (photomechanical reproduction), stripping, and platemaking. Each module includes these elements: a performance objective page telling the student what will be learned, what materials are needed, and how she/he will be evaluated; a section providing information needed to perform the activity; and a job-steps page detailing the steps necessary to do the task. Many visuals are included to accommodate the low reader. Technical words are defined as they appear in the text. (This document and related documents CE 017 555, CE 017 556, and CE 017 558 are one of three sets of learning modules on graphics. The other two sets are written in formats designed for educable mentally impaired and visually impaired students. The modules are part of a total set of over 1,300 modules written for different student populations. Building maintenance, dietetic assistant, small engine repair, and medical assistant are the other vocational fields covered. CE 017 554 is the final report of the project.) (JH)

ED 158 100 CE 017 578

Gilmore, Linda

Multiple Learning Strategies Project. Dietetic Assistant. Visually Impaired. Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-May 77

Grant-G007603808

Note-293p.; Not available in hard copy due to reproducibility problems; For related documents see CE 017 554-583

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Dietetics, Food Service, *Learning Activities, Learning Modules, *Occupational Home Economics, Supervision, *Visually Handicapped, *Vocational Education

This instructional package is one of two designed for visually impaired students in the vocational area of dietetic assistant. The twenty-eight learning modules are organized into three units: food preparation and service; diet therapy; and supervising tools and techniques. Each module, printed in large block type, includes these elements: a performance objective page telling what will be learned, what materials will be needed, and how the student will be evaluated; information and job step pages which provide information needed to perform the activity and detail the job steps necessary to do the task. Illustrations are designed for the visually impaired. (This document and CE 017 577 are one of two sets of learning modules on dietetic assistant. The other set is written in a format designed for regular vocational students. The modules are part of a total set of over 1,300 modules written for different student populations. Graphics, building maintenance, small engine repair, and medical assistant are the other vocational areas covered. CE 017 554 is the final report of the project to develop the modules.) (JH)

ED 158 180 CG 012 748

Moore, Audrey

Analysis of a Field Study: Programs, Services, and Approaches Toward the Reduction of Adolescent Pregnancy. Final Report.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C. Secretary's Advisory Committee on the Rights and Responsibilities of Women.

Pub Date-Sep 77

Note-117p.; A final report submitted to the Health Subcommittee of the Secretary's Advisory Committee on the Rights and Responsibilities of Women, Department of Health, Education, and Welfare

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-*Adolescents, Community Programs, Elementary Secondary Education, *Family Life Education, *Health Education, Health Programs, *Parenthood Education, Pregnancy, *Pregnant Students, Program Descriptions, *Sex Education, Sociopsychological Services, Surveys, Youth Problems, Youth Programs

This field survey relative to adolescent pregnancy was undertaken through site visits and interviews. Data indicated that: (1) while many people are carrying out excellent programs and activities, the numbers are small compared to the need; (2) in some types of services the old tried-and-found-wanting approaches are perpetuated; (3) in some, helping professionals won't help adolescents; (4) certain areas of the country offer very few services in the face of obvious need; (5) there are resources as yet untapped older people and adolescnets themselves; (6) financial and human resources have not been used to their best potential; (7) media resources have not been used beyond a small per cent of their capacity to affect knowledge and attitudes for healthy change; (8) no national priority for youth and no national policy for youth or the family exists; (9) one of the greatest needs appears to be in the area of interacting and communicating as caring human beings; (10) behavioral research has shown some new facets to human behavior in this rapidly changing society and there are new stresses on youth and their families as a result of these changes. (Author/RF)

ED 158 203 CG 012 798

Settles, Barbara H.

The Interface of Family and Society in Sex Role Changes, Emphasizing the Saliency of Occupation.

Pub Date-Aug 76

Note-32p.; Paper presented at the Annual Conference of the National Convention on Family Relations (October 19-23, 1976)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Change Agents, *Changing Attitudes, Family Income, *Family Influence, Models, *Sex Role, Sex Stereotypes, *Social Change, *Social Influences, *Working Women

This paper develops a theoretical framework for examining how families interact with the society under conditions in which the expectations for sex roles are changing. The difference between mandated and voluntary change is examined and the cost-benefit ratio to families for participating in the process of change is evaluated in different circumstances. Those social processes which support flexible sex roles are identified. The relevance of occupation participation to individual family options underlies the whole analysis. (Author)

ED 158 268 CS 004 347

Johns, Jerry L.

Is Reading Sensible for Children?

Pub Date- 78

Note-11p.; Study prepared at Northern Illinois University

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Concept Formation, Decoding (Reading), Elementary Education, *Reading, *Reading Comprehension, Reading Instruction, *Reading Research, *Reading Skills, *Student Attitudes

In an examination of elementary school childr[illegible]tions of reading, 1,122 first through sixth graders were individua[illegible] interviewed. Each child was asked to define reading, and their responses were placed into four categories: those which were vague or irrelevant, those which focused on classroom procedure or the educational value of reading, those which focused on decoding or word recognition, and those which focused on meaning or understanding. Responses which fell into the first category were ignored and only the responses which fell into one of the remaining categories were analyzed. Of this group, the majority of students gave responses which fell into the second or third categories, implying that to them reading was a classroom procedure or a decoding process. Very few responses fell into the fourth category, indicating that most students were not able to associate meaning with reading. The results suggest that teachers should not assume that instruction in reading is necessarily instruction in comprehension. Direct comprehension instruction is needed to make reading sensible for children, and teachers must provide it. (FL)

ED 158 355 CS 502 223

Day, J. Laurence

Mass Media, Propaganda Tool or Cultural Bridge?: An Evaluation of the Controversy Over the Free Flow'' and Balanced Flow'' of World Information.

Pub Date-Jul 78

Note-13p.; Paper presented at the Annual Meeting of the Speech Communication Association Summer Conference on Intercultural Communication (2nd, Tampa, Florida, July 17-2[illegible] 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Developing Nations, *Information Dissemination, *Information Networks, Journalism, Mass Media, *News Media, *News Reporting, News Writing, Propaganda, *World Affairs, World Problems

Current attitudes toward newsgathering by the world press consist of two opposing points of view: free flow'' (objective news transmitted quickly, free from censorship) identified with Western capitalist nations and balanced flow'' (news has educational and social value; information and distribution are limited) identified with Eastern socialist and authoritarian nations. These points of view are based on economic, political, and ideological philosophies which are in turn based on perceived self-interest. Since third world goals and aspirations have been largely disregarded by the press, representatives of those countries have met and discussed creating a pool of news agencies which would collect and distribute news and information from the developing world to the rest of the world, upgrading the educational/indoctrinational capabilities of the media. The free flow proponents have seen this as a threat in terms of both philosophy and competition. An alternative to such a third news network would be an increased sense of social responsibility on the part of free flow proponents and a less heavy-handed, dogmatic approach on the part of the balanced flow proponents, each providing more educational, culturally valid information of and for the third world. (TJ)

ED 158 534 EC 111 935

Perkins, Stanley A.

Socialization of the Handicapped Child.

Pub Date-Jun 78
Note-15p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Early Childhood Education, *Handicapped Children, Interpersonal Competence, Intervention, *Social Development, *Socialization

The paper reviews factors which interfere with normal socialization of young handicapped children, and considers such issues as dependency, sex role, socialization within the family, and sibling and peer relationships. The role of preschool programs in intervening in the young handicapped child's socialization is examined. (CL)

ED 158 023 CE 017 425

Hadley, Sharon And Others

Middle/Junior High School Parenthood Education Curriculum Guide for Consumer and Homemaking Education.

Fayette County Public Schools, Lexington, Ky.; Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date-78

Note-141p.; Not available in hard copy due to reproducibility problems. For a related document see CE 017 495

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Birth, *Child Development, Contraception, Curriculum Guides, Environmental Influences, *Family (Sociological Unit), Family Environment, *Family Life, Family Life Education, Family Problems, Instructional Materials, Intermediate Grades, Junior High Schools, Needs, Parent Attitudes, *Parent Child Relationship, *Parent Responsibility, Parent Role, Parents, Pregnancy, Reproduction (Biology)

Identifiers-Kentucky

Intended for use by teachers on the middle or junior high school level in Kentucky, this curriculum guide outlines a four-week course in parenthood education. The eight units included are as follow: (1) responsibilities of parenthood, including parental roles and financial responsibilities; (2) human reproduction; (3) family planning and birth control; (4) pregnancy; (5) childbirth; (6) the needs of an expanding family; (7) providing a stimulating environment for child development; and (8) family crisis, such as death, illness, and divorce. For each of these units, behavioral objectives are identified and stated in terms of student competencies, and the specific teaching strategies are accompanied by supporting generalizations and references to outside resources (those for teacher use, rather than student use, are indicated). A list of these resources is provided at the end, including books, pamphlets, filmstrips, and other miscellaneous teaching aids. The appendix contains instructional activities for classroom use, such as worksheets, role playing, discussion questions, pretests, and quizzes. (ELG)

ED 158 156 CG 012 618

Tomlinson-Keasey, C. And Others

You Know More of a Road If You Travel It.

Pub Date-18 May 78
Note-35p.; Paper presented at the Annual Symposium of the Jean Piaget Society (8th, Philadelphia, Pennsylvania, May 18, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Abstract Reasoning, Cognitive Style, *College Curriculum, College Freshmen, *Experiential Learning, *Group Discussion, Higher Education, *Personality Development, Program Descriptions, Program Evaluation, Social Relations, *Thought Processes
Identifiers-Project ADAPT

If academic material is to have the same force as social and personal experience at the college level, then educators need to allow more experiences on the academic road. That experiences are becoming more important is evidenced by the emergence of competency-based programs, experimental teaching programs, cluster colleges, and experiential interludes during the college year. Efforts to add experiences to the college curriculum are also coming from faculty who are disenchanted with providing only conjecture and description. This disenchantment grows out of serious questions about the efficacy of the lecture as the sole vehicle to encourage learning. The ADAPT program at the University of Nebraska represents one possibility for those trying to wed experience and ideas. The ADAPT program encourages students to experience multiple academic disciplines in an abbreviated fashion. Further, within the context of the college classroom these experiences provide the basis for understanding the conjecture and description which is central to the discipline in question. In the following discussion the theoretical rationale for the program is described, and implications for college students are drawn. Specifics of the ADAPT program are outlined and evaluations of the program's first two years are presented. (Author)

ED 158 291 CS 204 275

Applegate, Mauree

Creative Writing Isn't Magic. Success-In-Teaching Series.

Association for Childhood Education International, Washington, D.C.
Pub Date-78
Note-9p.
Available from-Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016 ($0.75 paper)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Childrens Literature, Composition Skills (Literary), *Creative Writing, *Descriptive Writing, Elementary Education, *Enrichment Activities, *Enrichment Experience, Humor, Imagery, Mental Development, Poetry, Stimulation, *Student Motivation, *Teaching Techniques, Vocabulary Development
Identifiers-Reading to Others

Elementary school students can learn to write creatively if the teacher offers stimulation through informative and enriching experiences and provides daily opportunities for writing experiences. Enrichment can involve books, field trips, radio, television, guest speakers, maps, and sense experiences anything that broadens the knowledge of the student. To assist the writing process itself, the teacher can plan sessions for sharing ideas, work with words and imagery, show the students how to observe a pet and describe it, offer first lines for stories, read humorous books and limericks to motivate the students toward lighter writing (or writing for fun), and decorate the classroom with items that challenge students to write about them. In addition to providing for daily writing periods, the teacher should read aloud to the students from all types of literature, especially poetry. Through exposure to a variety of reading, students not only enrich their experiences, but are encouraged to experiment with a number of writing styles. (MAI)

ED 158 376 EA 010 774

1976-77 California Public Schools Selected Statistics: Operating Units, Revenues, Teachers and Pupils, Expenditures.

California State Dept. of Education, Sacramento. Bureau of School Apportionments and Reports.

Pub Date-78
Note-227p.
Available from-Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802 ($1.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Elementary Secondary Education, Enrollment, Expenditures, *School Statistics, *Statistical Data, Tables (Data), Teacher Salaries
Identifiers-California

Statistics on the California school system presented in this publication are prerequisites to the determination of policy at the state and local levels. This publication lists the number of pupils, teachers, and schools in the California school system and associated programs in the 1976-77 school year. It also records the expenditures of public funds needed to educate the 4.3 million students in public elementary schools and high schools in that year. The educational statistics in this publication are diverse and widely ranging. Part 1 presents such information as number of districts and schools, school lunch program participation, breakfast program participation, and total milk consumption in the California educational system. Part 2 records facts concerning teachers and pupils, including teacher salaries, number of full-time equivalent employees, public school enrollments for fall of 1975 and 1976, and private school enrollments from 1974 to 1976. Part 3 concerns public school revenues, assessed valuation figures, revenue limits, bond elections, tax rates, and numbers of textbooks. Part 4 records public school general fund expenditures. (Author/JM)

ED 158 421 EA 010 850

Roberts, Paula Kirsch, Jeff

FRAC's Guide to State School Food Legislation.

Food Research and Action Center, New York, N.Y.
Spons Agency-Community Services Administration (DHEW), Washington, D.C.
Pub Date-78
Note-28p.; For a related document, see EA 010 851; Not available in paper copy due to small print of original document; Page 15 may be marginally legible
Available from-Food Research and Action Center, Inc., 2011 Eye Street, N.W., Washington, D.C. 20006 ($0.75; $.50 each for quantities of 50 or more)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Breakfast Programs, *Change Strategies, *Economically Disadvantaged, Elementary Secondary Education, Federal Legislation, Food Service, Guidelines, Legal Aid, Lunch Programs, *Nutrition, Publicize, *State Legislation, State School District Relationship
Identifiers-*Child Nutrition Act 1966

The Child Nutrition Act of 1966 authorized the establishment of the School Breakfast Program (SBP). In 1975, the law was amended to require its expansion "to all schools where it is needed to provide adequate nutrition to children in attendance." The federal law requires an active state effort to plan for the expansion of the SBP and to aggressively encourage districts to participate. There are over 70,000 schools with lunch programs but without a breakfast program. Almost nine million children who receive free or reduced price school lunches each day are unable to benefit from a school breakfast. Many groups around the country have turned to their state legislatures for action, working for state laws that expand and improve the operation of the program to reach more low-income children. This guide is intended to help other concerned groups and anti-hunger advocates to introduce legislation in their states. Suggestions include how to draft, lobby for, and monitor a bill; a "model" school breakfast bill; and the texts of all those bills currently in effect as well as three others now proposed. (Author/MLF)

ED 158 470 EC 111 844

Seeley, Kenneth R. Linder, Toni W.

Training Special Educators for the 1980's: A Course Competency Based Training Program for the Multi-Skilled Professional.

Pub Date-Jun 78

Note-10p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Elementary Secondary Education, *Evaluation Methods, *Handicapped Children, Higher Education, *Performance Based Teacher Education, Post Secondary Education, *Program Development, *Special Education Teachers, Teacher Qualifications

The article presents an overview of the development and implementation of a competency-based special education teacher training program into a course-based format. The authors discuss the processes through which (1) competencies were identified and validated, (2) competencies were incorporated into existing courses, (3) procedures were established for evaluation of competency attainment, and (4) instruments and processes were developed for overall program evaluation. (Author)

Goldfarb, Mark Israelson, Jo
Alternative Summer Educational Programs for Urban Hearing-Impaired Children.
Pub Date-Jun 78
Note-22p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978); Print may be variable due to uneven quality of original
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Aurally Handicapped, Educational Programs, Elementary Education, *Program Descriptions, Recreational Programs, *Summer Programs, Year Round Schools
Identifiers-*Kendall Demonstration Elementary School

The paper describes the summer programs offered by Kendall Demonstration Elementary School, a year-round day school for elementary level hearing impaired students in Washington, D.C. The programs are explained to be based on a three-point philosophy: (1) summer programs should be different from those of the rest of the year; (2) summer programs should challenge the students toward increased learning and growth; (3) summer programs should be enjoyable, at the same time extending academic growth. The objectives and activities are reviewed for six programs: an exchange program in which the students experience a rural life along the sea cost of Maine; an educational/recreational program based at a lake front camp; a community based program; a Language Experience Activities Program; the Continuing Achievement through Summer Community and Dormitory Experiences; a Learning Vacation in which deaf children, their siblings, and parents are housed on a college campus for 10 days. (Author/SBH)

ED 158 562 FL 009 583

Coppedge, Floyd L.

Lifelong Learning. An Integrative Approach to Foreign Language Teaching: Choosing among the Options. ACTFL Foreign Language Education Series, Vol. 8.

American Council on the Teaching of Foreign Languages, New York, N.Y.

Pub Date-76

Note-27p.

Available from-Not Available Separately; See FL 009 582

Document Not Available from EDRS.

Descriptors-*Continuous Learning, *Developmental Stages, Educational Interest, Goal Orientation, Individual Characteristics, Language Instruction, Language Programs, *Learning, Learning Characteristics, Learning Experience, Learning Motivation, *Second Language Learning, Student Attitudes, *Student Motivation

A distinction is made in the meaning of schooling and learning, and characteristics that define lifelong learning and ideas that are not consistent with the concept of lifelong learning are presented. Characteristics of lifelong learners include being goal-directed, assuming increasing responsibility for being self-directed, possessing the skills essential for learning, being active rather than passive, having positive-directed motivation, and having a self-concept that supports self-confidence. A discussion of the nature of learning and the potential for learning throughout the life span includes the impact of early learning, stages of cognitive development conceived by Piaget, and the developmental stages conceived by Erikson. It is pointed out that lifelong learning may be pursued within an institutional setting or independently and that it is accessible, flexible, and continuous. Changes in foreign language education that can add to lifelong learning opportunities are specified. (SW)

Thomas, Elaine Williamson, Kay
Wordlists of Delta Edo: Epie, Engenni, Degema. Occasional Publication No. 8.
Ibadan Univ. (Nigeria). Inst. of African Studies.
Pub Date-67
Note-110p.; Reproduced from best copy available
Available from-Institute of African Studies, University of Ibadan, Ibadan, Nigeria (Some publications may be out of print.)
Language-English; Edo
EDRS Price MF-$0.83 HC-$0.01 Plus Postage.
Descriptors-African Culture, *African Languages, Anthropological Linguistics, Dictionaries, *Grammar, Language Classification, Language Patterns, Language Research, Lexicography, *Phonology, Regional Dialects, Uncommonly Taught Languages, *Vocabulary, *Word Lists
Identifiers-Degema, *Edo (Delta), Engenni, Epie (Language)

A word list is provided for the three Delta Edo languages, Epie, Engenni, and Degema, which are spoken in the eastern part of the Niger Delta. A general map of the location of the Delta Edo languages is provided, and background information on the recent discovery of the derivation of these languages is given by way of introduction. The vocabularies of these three languages in the Delta Edo group are shown to be fairly closely related, clearly distinguished from other Edo groups. A brief background of each language is given, noting the location of the language group, the population, the native name of the language, the dialects, the phonology and grammar. Notes on the Degema language also include vowels, tone, and syllable structure. Individual maps of the specific areas are also provided. The bibliography contains 17 citations, an almost exhaustive list on the topic at the time this work was begun in 1973. The eighty-page lexicon is based primarily on the Greenberg wordlist for African languages, as revised by Armstrong and used at the University of Ibadan. It lists the English words and their Epie, Engenni, and Degema equivalents, and includes numerals and general vocabulary. (NCR)

ED 157 988 CE 014 802

Dunbar, Zola, Ed.

Selected Syllabi for Infusing Career Education into College and University Courses.

Interinstitutional Consortium for Career Education, Salem, Oreg.
Spons Agency-Office of Education (DHEW), Washington, D.C.; Oregon State Dept. of Education, Salem.
Pub Date-Aug 77
Grant-300-76-0275
Note-60p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Art Education, *Career Education, *College Curriculum, Consumer Education, Course Descriptions, *Course Objectives, Curriculum Guides, English Education, *Fused Curriculum, Health Education, Higher Education, Language Instruction, Mathematics Education, Music Education, Occupational Clusters, Physical Education, Reading, Science Education, Social Studies, *Teacher Education

The infusion of career education concepts into college and university courses is documented by this collection of twenty college course syllabi developed to facilitate the ongoing efforts of Oregon's colleges and universities in preparing educational personnel for the development and conduct of career education activities. These twenty syllabi cover the following content areas: art, career clusters, consumer education, English/Foreign Language, health/physical education, music, reading, science and math, social science, and teacher education and foundations. Each syllabus contains course objectives which include career education elements, and many of the syllabi present more detailed course outlines, descriptions of learning activities, and selected resources. In addition to the infused course syllabi, an example of a discrete career education course is included. (BM)

ED 158 042 CE 017 492

Shea, Mary Lou
Cooperative Education Arrangements.
Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date-78
Note-27p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Business Administration, Clinical Experience, *Cooperative Education, *Cooperative Programs, Internship Programs, Post Secondary Education, *Program Descriptions, School Community Cooperation, *School Industry Relationship, Secondary Education, Work Study Programs
Identifiers-Experience Based Career Education

Cooperative educational arrangements are utilized extensively by vocational educators as a practical approach to learning. Some of these arrangements are work-study, extended campus, clinical experience, internship, Experience-Based Career Education (EBCE), and entrepreneurship. The work-study arrangement provides economically needy students with part-time employment while they are in school. Although the students receive no credit for the job experience, the wages from employment help them remain in school. Extended campus is a method of instruction providing students with credit, non-paid, and closely supervised laboratory experiences in the community and is offered concurrently with classroom instruction. In clinical experiences, students observe professionals and practice skills under the supervision of a professional. Through internship, practical experience is gained under the supervision of an experienced worker. Experience-Based Career Education (EBCE) programs for high school students provide students with learning projects in the community wherever careers exist. These types of programs require a partnership among community members, students, parents, and EBCE staff. Entrepreneurship provides students who aspire to be farmers or small business owners with hands-on practical experience in business management. (EM)

Construction Occupations Finishing. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.-Bull-1955-15
Pub Date-78
Note-23p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Air Conditioning, *Building Trades, Carpenters, Electricians, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, *Finishing, Flooring, Glaziers, Heating, Information Sources, Job Skills, Job Training, Machine Tool Operators, *Occupational Information, Occupational Mobility, Painting, Promotion (Occupational), Refrigeration Mechanics, Salaries, Sheet Metal Workers, Wages, Work Environment

Focusing on finishing construction occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include air conditioning/refrigeration/heating repairmen, drywall installers and finishers, electricians (construction), floor covering installers, glaziers, insulation workers, lathers, painters and paperhangers, plasterers, sheet metal workers, and tilesetters. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 204 CG 012 799

Hicks, Sonja And Others

Health Careers Handbook.

Pub Date- 77
Note-41p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Career Planning, College Students, *Females, Guides, *Health Occupations Education, Higher Education, *Medical Education, Medical Schools, Qualifications, *Vocational Interests

Counseling the premedical applicant requires knowledge of the major steps in applying to medical school including self-assessment, career exploration and careful and knowledgable application. Students must be aware of what it means to "do" medicine on a day-to-day basis, the frustrations, the pain and the sorrow as well as the rewards, before making a meaningful decision. They must ask questions about the real reasons for aspiring to a medical career. For example, if they are interested in science and want to help people, why not consider nursing or medical technology? If they want more complete control over patient care, why not consider osteopathic as well as allopathic medicine? If status is important, then it is critical that they so admit and make decisions on that basis. In addition to these issues, the discussion centers around the problem of balancing realism with encouraging women to enter careers in medicine and counseling the rejected applicant. In the latter case, special attention must be paid to how to reassess reasons for unsuccessful candidacy, how to build a strong case, and how to consider an alternative career. (Author)

ED 158 226 CS 004 255

Brown, Ann L. And Others

Training Self-Checking Routines for Estimating Test Readiness: Generalization from List Learning to Prose Recall. Technical Report No. 94.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jul 78

Contract-400-76-0116

Note-41p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Educable Mentally Handicapped, Elementary Education, Followup Studies, *Memorizing, Prose, *Reading Research, *Recall (Psychological), *Rote Learning, Study Skills

Identifiers-*Center for the Study of Reading (Illinois), Prose Learning

Brown and Barclay (1976) trained educable retarded children to use either of two memory search strategies, Anticipation or Rehearsal, involving a self-checking component. Following the training, both their free recall performance and their ability to estimate their readiness for a recall test improved significantly. In the present research, the students were tested for maintenance and generalization one year following the original training. The younger children (MA six years) showed no effects of the training, whereas an older group (MA eight years) both maintained the trained strategies on the original rote recall task and generalized it effectively to a novel situation involving gist recall of prose passages. In comparison to a pair of control groups, the students trained in the use of self-checking routines took more time studying, recalled more idea units from the passages, and further, their recall was more clearly related to the thematic importance of the constituent idea units, a pattern characteristic of developmentally more advanced subjects. (Author)

ED 158 247 CS 004 294

Partridge, Susan
Can TV Do It?
Pub Date- 78
Note-9p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Attitudes, Critical Thinking, Elementary Education, *Learning Motivation, *Reading Habits, Reading Instruction, Reading Interests, Reading Material Selection, *Reading Skills, *Television Viewing, Vocabulary Development

Since the average child spends an estimated 30 hours a week watching television, it is important to consider the negative and positive effects of television viewing on the development of reading attitudes and habits. Possible negative aspects of television viewing include the following: the rapid pacing of programs encourages shallow reading; the immediacy of content and setting creates impatience with lengthy prose descriptions; the emphasis on fantasy material reduces interest in written fiction; and the popularity of books based on television specials fosters a pursuit of easy reading. On the positive side, teachers and parents who recognize the unique qualities of each child can use television viewing as a motivational tool or a supplement in the development of reading interests and skills. Specific ways to utilize television in reading development include contrasting authoritative materials on nutrition with the misconceptions presented on commercials, encouraging critical thinking through discussions of programs based on books, and pointing out the advantages of reading over television by offering a wide variety of reading experiences and setting an example of good reading habits. (MAI)

ED 158 313 CS 204 301

Arbur, Rosemarie
Semantics and Sojourner Truth.
Pub Date-Oct 77
Note-9p.; Paper presented at the Annual Meeting of the Pennsylvania Council of Teachers of English (21st, Champion, Pennsylvania, October 14-15, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*English Instruction, Higher Education, *Language Usage, *Literature Appreciation, *Persuasive Discourse, Questioning Techniques, Rhetorical Criticism, Secondary Education, *Semantics, *Teaching Techniques
Identifiers-*Truth (Sojourner)

Sojourner Truth's ``Ain't I a Woman?'' speech is presented in this paper and shown to be an effective vehicle for helping students discover the power of language and of literature. The paper first discusses the potentially destructive way English teachers sometimes tell students about ``hidden meanings'' in long and complex works and suggests that, to interest students in semantics, teachers should begin modestly. It then presents a witness's account of Sojourner Truth's speech, made in response to speeches by several ministers who opposed women's demands for suffrage, and shows ways that the speech can be discussed with students. It demonstrates how teachers can elicit meanings for the word ``little'' as used by Sojourner Truth in disputing the word of ``dat little man in black dar'' and how they can draw attention to the influence of Sojourner's speech upon her audience, to show students the power of words. (GW)

ED 158 335 CS 502 144

Annotated Bibliography and Index of the Freedom of Information Center Reports and Papers.

Freedom of Information Center, Columbia, Mo.
Report No.-FOI-389; FOI-390
Pub Date-May 78
Note-37p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Annotated Bibliographies, *Broadcast Industry, Broadcast Television, Censorship, Current Events, Federal Legislation, Foreign Policy, *Freedom of Speech, Government Role, *Journalism, *Mass Media, *News Media, Newspapers, Periodicals, Politics, Publicize, Radio, Violence
Identifiers-Advertising, Federal Communications Commission, Freedom of Information Act

Entries in this annotated bibliography and index include information on the following: 389 Freedom of Information Center Reports, 38 summary papers, 8 independent papers funded by a grant from the American Newspaper Publishers Association Foundation, and 15 position papers. The reports discuss a number of issues involved in mass communication including censorship, freedom of speech and the First Amendment, obscenity and violence on television, the regulation of access (state and local), advertising, the Fairness Doctrine, foreign policy and international news coverage, politics, news versus security and executive privilege, movies, news management and self regulation, and the Freedom of Information Act. A number of reports contain accounts of Federal Communications Commission hearings. (MAI)

ED 158 535 EC 111 936

Leonard, Carol J.

The Bilingual-Bilcultural Frame of Reference from the Social Worker's Point of View.

Pub Date-Jun 78
Note-10p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Biculturalism, Bilingualism, *Cultural Differences, *Cultural Factors, *Handicapped Children, *Navajo, *Social Workers

The paper considers the social worker's role in working with families of handicapped Navajo children. Cultural practices in marriage, pregnancy and family life are discussed and implications for parent education are examined. (CL)

ED 158 006 CE 017 284

Booher, Harold R.
Job Performance Aids: Research and Technology State-of-the-Art. Final Report.
Navy Personnel Research and Development Center, San Diego, Calif.
Report No.-NPRDC-TR-78-26
Pub Date-Jul 78
Note-101p.; Some illustrations in this document may not reproduce well
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Cost Effectiveness, Delivery Systems, Evaluation, Instructional Aids, *Job Analysis, *Job Training, Military Training, On the Job Training, *Staff Improvement, State of the Art Reviews, *Systems Analysis, Systems Concepts, *Training Techniques, Transfer of Training
Identifiers-*Job Performance Aids

Conducted as part of a major effort to test and evaluate Job Performance Aids (JPA) and their integration with Navy personnel and training systems, this study systematically reviewed and organized existing JPA techniques, related research data, and various applicable principles and concepts. One hundred and one JPA systems and techniques were classified under the following five categories: (1) format/content, (2) display media, (3) applied training, (4) peripheral test/diagnostic, and (5) delivery systems. The following factors were identified as critical to the development of a JPA algorithm: personnel aptitude and experience; type and complexity of task; type and complexity of equipment; and the degree of proceduralization required. A conceptual model was developed for use by the JPA community in making cost trade-off analyses, writing JPA selection algorithms, and grouping theoretical trends. The study also examined a theoretical base for the use of memory in JPA's; previewed a theory for mixing JPA techniques, principles, and methodologies; and set goals for future JPA research and technology efforts. (Author/BM)

ED 158 060 CE 017 516

National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module II. Human Systems and Patient Assessment.

National Highway Traffic Safety Administration (DOT), Washington, D. C.
Report No.-DOT-HS-802-439
Pub Date-77
Note-109p.; For related documents see CE 017 514-529; The student text and workbook will be available separately
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 050-003-00281-0)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Behavioral Objectives, *Clinical Diagnosis, Clinical Experience, Curriculum Guides, *Emergency Squad Personnel, *Human Body, Job Skills, *Job Training, Learning Activities, Lesson Plans, *Medical Vocabulary, Paramedical Occupations

This instructor's lesson plan guide on human systems and patient assessment is one of fifteen modules designed for use in the training of emergency medical technicians (paramedics). Four units are presented: (1) medical terminology, which covers some common prefixes and suffixes and the use of the medical dictionary; (2) an overview of the functions of the human body and its systems (anatomy and physiology); (3) patient assessment, including the patient's medical history, physical examination, and transfer of collected information to the supervising physician; and (4) clinical experience in the emergency department, the intensive care/coronary unit, the morgue, and the mobile intensive care unit. Each unit contains these elements: behavioral objectives, teaching procedures, a content outline, demonstration outlines, a list of needed equipment and materials, and guidelines for activities to be performed by students applying the skills. For skills taught, student evaluation sheets are provided. It is suggested that each module can be presented individually or combined with other modules to construct a course for a selected group of students. (CE 017 514 is a course guide for use in program planning and administration of the modules.) (JH)

ED 158 137 CE 017 787

Performing Arts and Entertainment-Related Occupations. Reprinted from the

Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.-Bull-1955-33
Pub Date-78
Note-21p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Acting, *Broadcast Television, Dance, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Information Sources, Job Skills, Job Training, Musicians, *Occupational Information, Occupational Mobility, Promotion (Occupational), Radio, Salaries, Singing, *Theater Arts, Wages, Work Environment
Identifiers-*Fashion Models

Focusing on performing arts and entertainment-related occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include models, actors/actresses, dancers, musicians, singers, occupations in radio and television broadcasting, and radio and television announcers. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 269 CS 004 351

Dixon, Carol N.

Matching Reading Instruction to Cognitive Style for Mexican-American Children.

Pub Date-Nov 77

Note-9p.; Paper presented at the Annual Meeting of the California Reading Association of the International Reading Association (11th, Anaheim, California, November 2-5, 1977)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Cognitive Style, Cross Age Teaching, Discussion (Teaching Technique), Elementary Secondary Education, Language Experience Approach, *Mexican Americans, Positive Reinforcement, *Reading Instruction, Spanish Speaking, *Teaching Techniques

Recent research into the relationship between cultural background and cognitive style has suggested that Mexican-American children typically display a ``field-dependent'' style as opposed to the ``field-independent'' style usually exhibited by Anglo children. Teachers of Mexican-American children should consider this difference in developing their instructional strategies. For example, physical distances between students and between the teacher and students should be reduced for field-dependent children. These personalities also react well to peer and cross-age teaching methods. The language experience approach, which allows cooperative learning activities, is useful in beginning reading instruction for such students. Field-dependent children also thrive in classes where discussions rather than lectures are used. Finally, social rewards such as smiles and praise rather than abstract rewards such as grades are very effective. However, since successful individuals must possess both cognitive styles, teachers should not restrict instruction to one. If the opposing cognitive style is introduced in a gradual manner, students will be able to function competently in both worlds. (FL)

ED 158 399 EA 010 808

Koehler, Michael
Divine Right Administration And Other Foolishness.

Pub Date- 78
Note-12p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Administrative Organization, Bureaucracy, *Educational Administration, Elementary Secondary Education, Power Structure, Vertical Organization

Despite the avowed intentions of teachers who become administrators, educational planning processes frequently fail to produce adequate responses to educational needs. The fault for this failure can be ascribed in part to a lack of understanding of the planning process, particularly of the need to assess problems before proposing solutions. Even more critical, however, is the need to recognize that the bureaucratic structure of educational administration, while apparently efficient, is also often dysfunctional. Deriving from the monarchical form of government, the hierarchical structure of educational administration passes power from top to bottom. Those in the hierarchy are always more responsive to the desires of their superiors than to the actual needs of those below them. Until decision-making power is redistributed, administrators and teachers are always going to be at odds and educational change is going to be a slow and painful process. (Author/PGD)

ED 158 441 EC 110 827

Kervick, Carol Schultz, Thomas

The Implementation of Due Process In Massachusetts. A Summary and Recommendations for State and Local Education Agencies.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Massachusetts State Dept. of Education, Boston.

Pub Date-78

Note-13p.

Available from-National Association of State Directors of Special Education, 1201 16th Street, N.W., Washington, D.C. 20036

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Due Process, Elementary Secondary Education, *Handicapped Children, *Hearings, Legal Problems, State Programs, State Standards

Identifiers-Education for All Handicapped Children Act, *Massachusetts

Summarized are data on the implementation of due process procedures for handicapped children in Massachusetts. Presented is an analysis of due process hearing characteristics, including number of appeals, characteristics of children and parents, and the types of persons involved in hearings. Implementation problems are seen to include selection of hearing officers, legal issues, and the adversarial nature of the hearings. Strategies and solutions adopted by The Massachusetts Department of Education are listed, including the development of standards to guide the hearing officer in reaching a decision. Listed are recommendations outlining the key decisions for states regarding P.L. 94-142, The Education for All Handicapped Children Act. (CL)

ED 158 471 EC 111 845

Rosenberg, Steven A. Robinson, Cordella C.

Family and Parent Variables Affecting Outcomes of a Parent Mediated Intervention.

Pub Date-Jun 78

Note-7p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978); Print may be faint due to quality of the original

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Adolescents, *Contingency Management, Elementary Secondary Education, *Emotionally Disturbed, *Family Influence, *Handicapped Children, Home Instruction, Intervention, *Learning Activities, Learning Disabilities, *Reading Difficulty, Reading Skills, Research Projects

The paper provides summaries of three presentations entitled: Family and Parent Variables Affecting Outcomes of a Parent Mediated Intervention'' (S. Rosenberg and C. Robinson), The Home as Learning Environment: Using Food Activities to Develop Reading Skills'' (R. Handel), and A Behavior Management Technique for Maladjusted Teenagers in a Public School: From Research to Practice'' (J. Stables). (SBH)

ED 158 080 CE 017 558

Pettit, Glen And Others

Multiple Learning Strategies Project. Graphics. Regular Vocational-Low Reader. Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-Jan 78

Grant-G007603808

Note-578p.; For related documents see CE 017 554-563

EDRS Price MF-$1.16 HC-$31.47 Plus Postage.

Descriptors-*Graphic Arts, Learning Modules, Photography, Printing, Reading Level, Retarded Readers, *Vocational Education, Young Adults

This instructional package, one of four designed for use by regular and low reader students, focuses on the vocational area of graphics. (Low readers are identified as those reading at a grade 3-6 level.) Contained in this document are seventy-four learning modules organized into four units: presswork; finishing and bindery; special processes (e.g., sign painting and mimeographing); and photography (continuous tone). Each module includes these elements: a performance objective page telling the student what will be learned, what materials are needed, and how she/he will be evaluated; a section providing information needed to perform the activity; and a job-steps page detailing the steps necessary to do the task. Many visuals are included to accommodate the low reader. Technical words are defined as they appear in the text. (This document and related documents CE 017 555, CE 017 556, and CE 017 557 are one of three sets of learning modules on graphics. The other two sets are written in formats designed for educable mentally impaired and visually impaired students. The modules are part of a total set of over 1,300 modules written for different student populations. Building maintenance, dietetic assistant, small engine repair, and medical assistant are the other vocational fields covered. CE 017 554 is the final report of the project to develop the modules.) (JH)

ED 158 101 CE 017 579

Pitts, Jim And Others

Multiple Learning Strategies Project. Small Engine Repair Service. Regular Vocational. Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-Jan 78

Grant-G007603808

Note-333p.; For related documents see CE 017 554-583

EDRS Price MF-$0.83 HC-$18.07 Plus Postage.

Descriptors-*Auto Mechanics, Engines, *Learning Activities, Learning Modules, Repair, *Trade and Industrial Education, *Vocational Education, Young Adults

This instructional package is one of two designed for use by regular vocational students in the vocational area of small engine repair service. Contained in this document are forty-four learning modules organized into ten units: engine block; air cleaner; starters; fuel tanks; lines, filters, and pumps; carburetors; electrical; magneto systems; lubrication; gear boxes and drive trains; and sharpening and grinding mowers. Each module includes these elements: a performance objective page telling what will be learned, what materials will be needed, and how the student will be evaluated; an information page (not always included) provides information needed to perform the activity; and job step pages which detail steps necessary to do the tasks. Visuals are included with the explanation. (This document and CE 017 580 are one of three sets of learning modules on small engine repair. The other two sets are written in formats designed for visually impaired and low reader/educable mentally impaired students. The modules are part of a total set of over 1,300 written for different student populations. Building maintenance, dietetic assistant, medical assistant, and graphics are the other vocational areas covered.) (JH)

ED 158 181 CG 012 749

Kaplan, Leslie S.

Peer Counseling: Academic Credit for Helping Others.

Pub Date- 78
Note-17p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Adolescence, *Communication Skills, *Decision Making Skills, High School Curriculum, *High School Students, *Humanistic Education, Individual Development, Interaction Process Analysis, *Intergroup Relations, Interpersonal Competence, *Peer Counseling, Program Descriptions, Secondary Education, Self Concept

Peer counseling in high schools provides a developmental growth opportunity for adolescents as well as a valuable outreach service for the Guidance Office. Through intensive small group experience and training, selected students gain insight into their own ideas, needs, and values. They also learn more effective interpersonal and decision making skills. As psychological education, an effective peer counseling program provides a variety of conditions under which adolescents may successfully complete the transition to responsible and satisfying adulthood. Adolescents receive guidance in defining themselves, develop consciousness awareness of conflicting demands, receive training and practice in responsible behavior, set and obtain realistic and desirable goals, assume responsibility for their own behavior and live constructively with the consequences, and develop security about their ability to handle new problems. This paper presents a detailed description of one, two-phased peer counseling program: skills training and application of skills. The entire program is then viewed developmentally as it considers how peer counseling furthers the psychological and maturational growth needs of high school students. (Author)

ED 158 292 CS 204 276

Sawyer, Thomas M.

Make Your Students Go Public through Speech.

Pub Date-Feb 78

Note-12p.; Paper presented at the Annual Meeting of the Southeastern Conference on English in the Two-Year College (13th, Nashville, Tennessee, February 16-18, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Audiences, Composition Skills (Literary), *English Instruction, Higher Education, *Public Speaking, Secondary Education, *Speech Communication, *Speeches, Visual Aids

Identifiers-*Speech Writing

Students of writing can learn the principles of writing for an audience through giving speeches and lectures. This paper offers pointers to guide students in organizing and delivering oral presentations. When organizing an oral presentation, students are urged to make it short, to make the organization obvious, to make the ideas simple and vivid, and to summarize and ask for questions. In delivering their presentation, students are advised to set the stage and the audience, to use no notes but have an insurance policy'' (note cards) available, to use visual aids, and to talk loudly, slowly, and vigorously. For each of the topics discussed, the paper lists several specific suggestions to aid students in achieving the suggested objectives. (GW)

ED 158 356 CS 502 226

Schneider, Michael J.
A Classroom Excercise in Persuasion.
Pub Date-Dec 77
Note-10p.; Paper presented at the Annual Meeting of the Speech Communication Association (63rd, Washington, D.C., December 1-4, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Communication (Thought Transfer), *Composition Skills (Literary), Higher Education, Logic, *Persuasive Discourse, Speech Communication, *Teaching Techniques
Identifiers-*Audience Response

In an exercise designed to make students aware of their tendencies to examine a persuasive message from a single perspective, students were given a ``Saturday Review'' letter urging opposition to a bill. They were then told it was a hoax. Next, they were asked to specify ``believable'' and ``unbelievable'' features of the letter. Generally, they picked out many ``unbelievable'' and few ``believable'' features. The students were then presented with the actual effects of the letter, which clearly indicated that many people believed it to be true. With this information, students were asked to think about why their responses differed so greatly from the ``real'' responses; finally, they were told to examine the letter again to see what features made it believable. This exercise makes students more aware of their tendencies to examine a persuasive message from their own frame of reference and it helps illustrate the importance of audience analysis. (FL)

ED 158 536 EC 111 937

Gross, Alice Dzen

Cultural Influences on Sex Ratios in Learning Disabilities.

Pub Date-Jun 78

Note-19p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978); Print may be difficult to read in places due to variable quality of original print

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Cultural Factors, Exceptional Child Research, *Foreign Countries, *Learning Disabilities, *Sex Differences

Identifiers-*Israel

The report describes a study of the sex ratios in learning disabilities among 305 Israli children in kindergarten, second grade, and fifth grade which found no gender differences in reading disability cases. Contrary findings of an apparent sex-linked component of learning disabilities among U.S. children are examined. (CL)

ED 158 563 FL 009 584

Baker, Reid E.

Small-Group Learning. An Integrative Approach to Foreign Language Teaching. Choosing among the Options. ACTFL Foreign Language Education Series, Vol. 8.

American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date-76
Note-44p.
Available from-Not Available Separately; See FL 009 582
Document Not Available from EDRS.

Descriptors-Classroom Research, Communicative Competence (Languages), Group Behavior, Group Experience, *Grouping (Instructional Purposes), Higher Education, *Individualized Instruction, *Language Instruction, Learning Activities, Pacing, Secondary Education, *Second Language Learning, *Small Group Instruction, *Teaching Methods

Small group work is an indispensable component of self-paced individualized instruction and can also make possible a high degree of individualization in the conventional instructional situation. Partial instructional approaches varying whole-class presentations, small group work, and individualized study are discussed. Group work can facilitate the development of communicative competence. Effective learning occurs in the small group environment because students learn by teaching each other and because the socio-emotional needs of students are satisfied. The teacher must plan and prepare carefully to enable students to understand why they are working in groups, what they are expected to do, and how they can go about it. Later in the learning sequence there are opportunities for creativity and student decision-making concerning activities. A summary of theory and research on the small group process examines characteristics and size of groups, patterns of communication, teachers' role perceptions, and producer-consumer'' exchanges. Various kinds of help are available to the teacher who wants to implement group work in the class, including group leaders from the class itself and native speakers. The ideal place for teachers to acquire skills in small group instruction is the preservice program. A representational selection of small group activities appropriate for either secondary or college level classes are presented. (SW)

ED 158 024 CE 017 426

Investigating Accidents in the Workplace. A Manual for Compliance Safety and Health Officers.

Occupational Safety and Health Administration, Washington, D.C.
Report No.-OSHA-2288
Pub Date-77
Note-20p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Accident Prevention, *Accidents, Data Analysis, Data Collection, Environmental Influences, Federal Regulation, Field Check, Field Interviews, Guides, *Inspection, Manuals, Safety, *Work Environment
Identifiers-*Compliance Safety and Health Officers, United States

This manual was developed for Compliance Safety and Health Officers (CSHO) of the Occupational Safety and Health Administration (OSHA) to help them carry out their responsibilities when investigating workplace accidents. The content is presented in four sections. The first overviews the investigative roles of CSHO officers, including preinvestigation, onsite, and courtroom activities. Section 2 on investigative techniques discusses site documentation, interviewing, and accident scene examination. The next section covers causal factors analysis and reporting, while the last one summarizes the manual. (EM)

ED 158 205 CG 012 800

Buckalew, L. W.

A Bibliography of Recent Alcohol Research.

Pub Date- 77

Note-8p.; Not available in hard copy due to marginal legibility

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Alcoholism, Bibliographic Citations, Bibliographies, Biochemistry, *Biological Influences, *Environmental Influences, Heredity, Neurological Defects, Neurology, Pathology, *Prenatal Influences, *Social Factors

This compilation of bibliographic citations consists of approximately 70 recent alcohol research references, categorized topically. These post-1972 references are offered in order to reduce the communication problem between the public and the scientific community by informing researchers about the most recent and available alcohol knowledge and about the direction of this research. (Author/RF)

ED 158 248 CS 004 296

Saunders, Russell W., Jr.

Teacher Observations for Diagnostic Teaching.

Pub Date-May 78
Note-15p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978)
EDRS Price MF-$0.83 HC-$1.07 Plus Postage.
Descriptors-*Classroom Observation Techniques, *Cognitive Ability, *Diagnostic Teaching, Listening Skills, *Perceptual Development, Phonics, Primary Education, *Reading Instruction, *Reading Skills, Student Behavior, Teaching Techniques, Visual Aids, Vocabulary Development

Teachers at the primary level should resume the neglected practice of diagnostic teaching. This means that the teacher should observe all aspects of a student's cognitive behavior in the teaching/learning act and then plan instructional strategies for subsequent lessons. Some significant cognitive behaviors observable in diagnostic teaching are students' auditory and visual attention and recall and their tracking and blending abilities. Students exhibiting deficiencies in these areas need additional tactile, kinesthetic, auditory, oral, and visual stimulation. Teaching principles and strategies teachers might use to supplement basal reader programs are: (1) emphasize listening, speaking, reading, tactile, and writing activities for students with poor visual recall; (2) introduce all new vocabulary in familiar printed and oral context for initial teaching; (3) insert visual clues (mnemonic aids) in reading materials; (4) teach each letter sound with one visual clue; (5) sequence and pace all tasks so that overlearning occurs for each one; (6) recognize the significiance of levels of cognitive development in students; and (7) encourage students to learn to read the language of formal written expression by listening to adult models. (FL)

Bilingual, Bicultural, and Bidialectal Studies Related to Reading and Communication Skills: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International," May through June 1978 (Vol. 38 Nos. 11 and 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-78
Note-11p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-American Indians, Annotated Bibliographies, *Biculturalism, *Bilingualism, Black Students, Child Language, *Communication Skills, *Doctoral Theses, Educational Research, Elementary Secondary Education, Latin American Culture, Mexican Americans, *Reading Achievement, *Reading Research, Second Language Learning, Spanish Speaking

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 12 titles deal with the following topics: correlates of reading achievement in Mexican-American children; Latino communication patterns; the semantic distance and semantic judgment of English monolingual and Spanish/English bilingual students; the effect of Choctaw and non-Choctaw teachers' perceptions of Choctaw students on student reading achievement; the acquisition of grammatical structures by a Mexican-American child learning English; story recall in black and white children; linguistic and cultural characteristics of families of Mexican descent; legendary narratives inherited by children of Mexican-American ancestry; attitudes of native and nonnative speakers toward varieties of American English; the effect of supplementary individualized instruction upon the reading achievement of Mexican-American migrant students; communicative competence among children in a bilingual school environment; and the language proficiency of bidialectals in reading and aural comprehension processes. (GW)

ED 158 336 CS 502 168

Frye, Jerry K. Bryski, Bruce G.

Accident and Design: Implications of Technical and Functional Factors of Network Television Coverage of the Ford/Carter Presidential Debates.

Pub Date-Mar 78

Note-18p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Boston, Massachusetts, March 16-18, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Audiences, Audiovisual Communication, *Broadcast Television, Commercial Television, *Debate, *Media Technology, *Political Issues, *Production Techniques, *Speech Communication, Television Research

Identifiers-*Presidential Campaigns

All of the television camera shots in the three Ford/Carter presidential debates were studied according to type, frequency, and duration to determine whether the images presented by the camera could have influenced the audience's perception of the candidates. According to the debate rules, each candidate was allowed three minutes to answer a question and two minutes for follow up on an opponent's question; an overall evaluation revealed that Ford was asked 13 follow up questions, while Carter was asked 10, and that Ford spoke on camera eight and a half minutes longer than Carter. This time discrepancy was explained by the different rates of speaking of the men. The camera shots for each candidate were analyzed as follows: the most obvious single shot was the talking head/shoulders image with little variation between men; in reaction shots, Carter projected a positive image while Ford projected a negative one; in shots where one man answered while the audience observed the other, Carter was shown reacting to Ford more frequently; and in camera shots where neither man was talking, there was no advantage given to either candidate. The camera shots for all three debates were judged as fair to both candidates, whether by accident or design. (Data tables are appended.) (MAI)

ED 158 377 EA 010 776

Hall, Douglas C. Alford, Susan E.

Evaluation of the National Diffusion Network: Evolution of the Network and Overview of the Research Literature on Diffusion of Educational Innovations.

Stanford Research Inst., Menlo Park, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.-SRI-URU-4385
Pub Date-Jan 76
Contract-300-75-0260
Note-75p.; For related documents, see ED 147 327, ED 147 340, ED 147 355, and ED 152 808
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Diffusion, Information Dissemination, Interagency Cooperation, *Program Development, Research Reviews (Publications)
Identifiers-Elementary Secondary Education Act Title III, *National Diffusion Network

In 1974 the U.S. Office of Education (USOE) established, under the Elementary and Secondary Education Act, Title III, Section 306, a network of agencies called the National Diffusion Network. This network was designed to bring together representatives of federal, state, and local agencies to promote the exchange of successful ideas, materials, and programs. Programs that have been identified as successful and validated by the Dissemination Review Panel are made available through the network to local education agencies interested in instituting these programs in their schools. This document is the first in a series of reports to be produced in connection with an evaluation of the network by the Stanford Research Institute. Section 2 of the report chronicles the evolution of the network over the last two decades. This section details how the network incorporates experience gained through USOE's past efforts to disseminate educational innovations. Section 3 attempts to place the National Diffusion Network within the context of the literature concerning diffusion of innovations. This overview of research literature describes three major models and characteristics of three major stages of the diffusion process relevant to evaluation of the network. (Author/JM)

ED 158 400 EA 010 809

Non-Public Schools in Florida, 1975-1976. Statistical Report, Series 77-02.

Florida State Dept. of Education, Tallahassee. Bureau of Planning and Evaluation.

Pub Date-Nov 76

Note-57p.; Not available in paper copy due to very small print of original document; Best copy available

Available from-James A. Kemp, Consultant, Education Information Services, 275 Knott Building, Florida Department of Education, Tallahassee, Florida 32304

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Elementary Secondary Education, Enrollment Rate, Enrollment Trends, *Private Schools, Statistical Data, *Tables (Data)

Identifiers-Florida

This document presents statistical data on private schools in Florida providing education through the twelfth grade. The data include school names, grade enrollments, number of personnel, enrollment estimates, types of instructional programs, types of school organization, religious affiliations, and accreditation information. The data are analyzed briefly in tabular form to show changes in enrollment patterns over the years. (PGD)

ED 158 502 EC 111 903

Tuomi, Seppo K.

Screening of Speech and Language Disorders: International Perspective.

Pub Date-Jun 78

Note-14p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Developing Nations, *Identification, *Language Handicapped, *Screening Tests, *Speech Handicapped, State of the Art Reviews

The paper discusses various aspects of present practices in speech and language screening. It is suggested that in the future the predictiveness and cultural independence of screening devices should be increased. In addition, the need for earlier and more regular screening as well as use of non-speech personnel as test administrators is pointed out. Applicability of screening in the developing world is considered. (Author/SBH)

ED 157 989 CE 015 219

Baum, Joanne
An Exploration of Widowhood: Implications for Adult Educators.
Pub Date-Apr 78
Note-23p.; Paper presented at the Annual Adult Education Research Conference (San Antonio, Texas, April 5-7, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Adjustment (to Environment), *Adjustment Problems, Behavioral Science Research, *Behavior Patterns, Developmental Tasks, *Educational Needs, *Females, Human Services, Individual Needs, Intervention, Opinions, Problems, Quality of Life, Research Needs, *Widowed
Identifiers-McClusky (Howard Y), Theory of Margin

One hundred widows were interviewed to determine their patterns of coping with problems they encounter in widowhood. Utilizing McClusky's theory of margin, the self-identified problems encountered in widowhood were viewed as ``load'' factors, while the services and resources the widow used were considered ``power'' factors. A widow's margin (load/power ratio) was represented by her ability to utilize the power factors to alleviate her problems. The problems (load factors) identified by the widows are as follow: nineteen identified ``can't do what I used to due to a lack of money,'' seventeen identified ``trouble making ends meet,'' seven identified ``trouble finding a job,'' and sixteen identified ``too much time on my hands.'' The findings suggest that the only load factors where widows do not rely on their informal (e.g., self, family, friends) support systems are medical problems, legal problems, and problems resulting from financial difficulties.

Family members and friends appear to be very important power factors which are used to cope with a wide range of load factors. Only one widow identified vocational training/counseling as a service that was utilized. Voluntary associations were utilized more than formal services. Thus, adult educators might want to work with social workers to initiate more formal programs (e.g., mutual help groups, how to get re-involved with the job market, budgeting classes, social skills training, etc.). More research is needed, though, to determine whether widows do not choose to participate because of the formalized nature of available services or if current formal services are just not meeting their needs. (EM)

ED 158 043 CE 017 493

Whitmore, Paul G. Fry, John P.

Soft Skills: Definition, Behavioral Model Analysis, Training Procedures. Professional Paper 3-74.

Human Resources Research Organization, Alexandria, Va.

Spons Agency-Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

Report No.-HumRRO-PP-3-74

Pub Date-Mar 74

Note-48p.; Papers presented at the United States Continental Army Command (CONARC) Soft Skills Training Conference (Fort Bliss, Texas, December 12-13, 1972)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Behavioral Objectives, Behavior Change, Counselor Training, Definitions, Demonstration Programs, Job Skills, Leadership Training, *Management Education, Military Training, Officer Personnel, Performance Based Education, *Problem Solving, *Skill Analysis, Supervisory Training, Systems Building, Training Objectives, *Training Techniques

Identifiers-*Soft Skills, United States

In a report on leadership research for the U.S. Army, three papers dealing with soft skills analysis and training are presented. ``What Are Soft Skills?'' describes a questionnaire designed to clarify the terms ``hard'' and ``soft'' skills. Soft skills are defined as important job-related skills that involve little or no interaction with machines and whose application on the job is quite generalized. ``The Behavioral Model as a Tool for Analyzing `Soft Skills''' discusses leadership and motivation job functions in terms of principles of behavior modification and describes development of a behavioral model of the different levels of an organization. ``Procedures for Implementing Soft-Skill Training in CONARC Schools'' describes the instructional approach based on a tested problem-solving framework. Small groups and student-centered learning were cited as important factors in the instructional approach. (Army Work Unit MODMAN, Model for Systems Engineering of Man-Ascendant Jobs, is concerned with developing procedures for systems engineering of non-machine or soft skills, such as command, supervision, counseling, and leadership.) (Authors/CSS)

ED 158 120 CE 017 770

Air and Water Transportation Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.-Bull-1955-16
Pub Date-78
Note-25p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Aircraft Pilots, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Government Employees, Information Sources, Job Skills, Job Training, *Occupational Information, Occupational Mobility, Promotion (Occupational), Salaries, *Transportation, Travel, Wages, Work Environment
Identifiers-*Aircraft Personnel, Air Traffic Controllers, *Merchant Marines

Focusing on air and water transportation occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include civil aviation workers, air traffic controllers, air plane mechanics, airplane pilots, flight attendants, reservation/ticket/passenger agents, and occupations in the merchant marine industry. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 157 CG 012 629

Koroviev, Regeena And Others
The Improvement of an Interagency Program for Teenage Parents in a School System (And Follow-Up Report, 1978)
Pub Date-78
Note-56p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Attendance, *Counseling Services, *Dropout Prevention, Educational Objectives, *Inservice Teacher Education, *Interagency Cooperation, *Parenthood Education, *Pregnant Students, Program Evaluation, Program Improvement, Secondary Education, Teaching Methods

The Teenage Parent Program in the Alexandria City Public Schools was improved in the areas of: increased attendance of pregnant teenagers and adolescent mothers; increased numbers of students earning credit for participation; utilization of a variety of instructional methods by interagency instructors; increased student comprehension of course content; increased student attendance in school post-delivery; and maintenance of 100% utilization of the Well Baby Clinic or private physician for infant care. Existing practices in providing educational programs and services to pregnant teenagers were reviewed and applied to the interagency program. Home-school counselors were supervised in their role as caseworkers for students and in their liaison role between school personnel and students and their parents. Consultation was provided to interagency instructors at monthly planning meetings. Inservice education sessions conducted for these instructors focusing on: resequencing of course content, basing instruction on specific objectives, developing appropriate instructional methods, and engaging the students in a variety of creative learning activities. Multiple choice reviews (tests) were developed from instructors' objectives. Each class session was observed; these observations were recorded on an adaptation of the Flanders Interactional Analysis form. (Author)

ED 158 227 CS 004 262

Feeley, Joan T.

Adding the Reading Miscue Inventory to the Reading Case Study.

Pub Date-May 77

Note-15p.; Paper presented at the Annual Meeting of the International Reading Association (22nd, Miami Beach, Florida, May 2-6, 1977)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Black Dialects, Case Studies, Cloze Procedure, Elementary Secondary Education, Informal Reading Inventory, Language Experience Approach, Measurement Techniques, *Miscue Analysis, Reading Clinics, *Reading Diagnosis, *Reading Instruction, Reading Skills, *Remedial Reading

The Reading Miscue Inventory (RMI) is a diagnostic instrument based on the assumption that reading is not letter or word decoding, but rather a process of predicting, selecting, and sampling of cues that are subsequently tested by syntactic and semantic information within both the reader and the text. In a case study of three remedial readers referred for tutoring to a college reading clinic, the findings of pre-session RMIs substantially altered the remedial programs the tutors had prepared to use with their subjects two primary grade students and one seventh grader. Since the RMIs indicated that these readers were making good use of the sound-symbol cue system, the tutors decided to concentrate more on developing reading strategies based on semantic and syntactic information; they stressed comprehension through language experience stories, directed reading-thinking activities, wide reading of high-interest materials, retelling and paraphrasing, and lessons emphasizing the use of context. As a post-session measure the RMI, along with teacher-made informal reading inventories, showed growth even when, in one case, a standardized survey test revealed no gain over the year.

(Author/FL)

ED 158 270 CS 202 117

Klammer, Thomas P.
On the Notion Standard English'' in American Linguistics and Education.
Pub Date-Aug 73
Note-17p.; Paper presented at the Annual Meeting of the Midwest Regional American Dialect Society (Ann Arbor, Michigan, August 1973)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Applied Linguistics, *Bias, Cultural Differences, Discriminatory Attitudes (Social), Elementary Secondary Education, English Education, *English Instruction, *Ethnocentrism, Higher Education, *Language Standardization, Language Usage, *Language Variation, *Nonstandard Dialects, Sociolinguistics, Standard Spoken Usage

Supporters of the teaching of standard English'' maintain that permitting students to retain their own dialects leads to chaos, hampers communication, and promotes ignorance. Those supporting the rights of students to retain their own dialects focus on the concept that language is constantly changing, expresses the thoughts of living people, and is part of the nurture and development of the people who use the dialects. Insistance on a standard language is an attempt to dictate to a social group how it ought to behave and hides an underlying race and class prejudice. More important to the desire for uniformity in language than linguistic theories is the pattern of ethnocentric belief and behavior (differences equal deficits) which forms the context for linguistic attitudes. In a society which treats the will of the majority as something sacred, ethnocentricity becomes coercive. Replacing the theoretic model of the homogeneous speech community with that of the heterogeneous speech community will help deal with the more basic issue of ethnocentricity. Introductory linguistics courses, grammar teachers courses, and composition and rhetoric courses should include the notion of the heterogeneous speech community and the inherent variation of language as a springboard to understanding broader kinds of human diversity. (TJ)

Sandifer, Michael S.

School's Out . . . Let's Eat. FRAC's Guide to Organizing a Summer Food Program. Second Edition.

Food Research and Action Center, New York, N.Y.
Spons Agency-Community Services Administration (DHEW), Washington, D.C.; United States Catholic Conference, Washington, D.C.
Pub Date-Mar 78
Note-34p.; For a related document, see EA 010 850; Not available in paper copy due to small print of parts of original document
Available from-Food Research and Action Center, Inc., 2011 Eye Street, N.W., Washington, D.C. 20006 ($1.00; $0.75 each for quantities of 50 or more)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Breakfast Programs, *Economically Disadvantaged, Elementary Secondary Education, Federal Aid, Federal Legislation, *Federal Regulation, Federal State Relationship, Food Service, Guidelines, *Lunch Programs, *Nutrition, Program Development
Identifiers-Child Nutrition Act 1966, *National School Lunch Act 1970, *Summer Food Program

The Summer Food Program (SFP) is a federally funded program designed to feed needy children during school vacations from May through September. Children may be fed breakfasts, lunches, and suppers, plus two snacks, up to seven days a week. All meals must be served free to all children. The program provides an opportunity to simultaneously improve a child's nutrition when school is out, while distributing more money and jobs in low-income communities. This guide is designed to provide advocates with a briefing in basic program information and a suggested "blueprint" for implementing the SFP at the local level. Specific monitoring steps are listed. (Author/MLF)

ED 158 442 EC 111 268

Lehto, Neil J.

Civil Liability for Failing to Report Child Abuse.

Pub Date-77

Note-35p.

Journal Cit-Detroit College of Law Review; v1977 n1 p135-66 1977

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Child Abuse, *Court Cases, *Legal Responsibility, Legislation, Physicians, *Referral

The article examines the Landeros decision (which ruled that a doctor who fails to report a child abuse victim can be held liable for subsequent injuries inflicted on the child) and discusses three theories of proving civil liability for the failure to report child abuse victims. Addressed are the following topics: the problem of child abuse and reporting laws, the fact and issues of the Landeros v. Flood court case, medical malpractice for the failure to report child abuse, defining the statutory duty to report, statutory negligence for failing to report child abuse, liability per se for the violation of mandatory reporting laws, the proximate cause problem and reporting laws and due process. A widespread and continuing public and professional education and training program is suggested instead of approaches which involve toughening civil, criminal, or administrative penalties. (SBH)

ED 158 472 EC 111 846

Radtke, Frederick A. Radtke, Jean C.

Components of Culture that Preclude Rejection of Developmentally Disabled Persons Children and Adults.

Pub Date-Jun 78

Note-17p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Changing Attitudes, *Cultural Factors, *Developmental Disabilities, *Discriminatory Attitudes (Social), *Handicapped, *Mentally Handicapped

The paper deals primarily with the components of culture that preclude rejection of developmentally disabled persons with a view toward minifying these attitudes in the future. Reviewed are such components of culture as democratic ideals, religious factors, economic factors, and educational practices which foster negative attitudes toward the handicapped. It is concluded that society should internalize the functions that retarded people can contribute to the whole order of society. (Author/SBH)

ED 158 537 EC 111 038

Menschel, Robert S.
Deafness and Its Impact.
Pub Date-Jun 78
Note-5p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Aurally Handicapped, *Deaf, *Personal Adjustment, *Social Attitudes, *Social Development

The author, a deaf physicist, describes the effects of social attitudes on his development, education, and career. (CL)

ED 158 583 FL 009 690

Racle, Gabriel L.
Music, Pedagogy, Therapy: Suggestopaedia.
Pub Date-Mar 78
Note-41p.; Paper presented at the First European Congress of Hypnosis in Psychotherapy and Psychosomatic Medicine (Malmo, Sweden, 1978).
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Cognitive Processes, Communication (Thought Transfer), Educational Psychology, Higher Education, Instructional Innovation, *Language Instruction, Learning Motivation, Learning Processes, *Learning Theories, Music, *Music Therapy, Neurological Organization, Postsecondary Education, Psychology, *Psychophysiology, Psychotherapy, *Second Language Learning, Sensory Experience, *Teaching Methods, Total Communication
Identifiers-*Suggestopedia

Suggestopaedia seems to be the only pedagogical approach using music as an integral part or essential component of the teaching process, in spite of the fact that the contribution of music to pedagogy and successful learning has been recognized for some time. In a suggestopaedic course, music plays a large part in creating a pleasant suggestive atmosphere, thereby facilitating the lessening or removal of anti-suggestive psychological barriers. This assumption is particularly applicable to adult foreign language classes. Music helps to create a state of receptiveness induced by an apparent state of passiveness associated with a state of psychological relaxation and concentration of superior cerebral activity. Because research has frequently shown the positive effects of music, it is possible to propose different hypotheses to explain the role of music in suggestopaedia. These hypotheses are also of interest because they may lead to research linking psychology and suggestopaedia. While it is not yet easy to determine the specific effects of music in a suggestopaedic approach, it seems that this approach, based on gestalt principles, answers some questions regarding the pedagogical use of the full capacity of the brain. Further research is necessary before specific information can be offered, but the systematic introduction of music into pedagogy has proven to be an innovation with numerous beneficial results. (Author/AMH)

ED 158 007 CE 017 285

Correctional Training: Institution Familiarization. Part I: Background Material.

Bureau of Prisons (Dept. of Justice), Washington, D.C.
Note-106p.; For a related document see CE 017 287
EDRS Price MF-$0.83 HC-$8.01 Plus Postage.
Descriptors-*Corrective Institutions, Course Organization, *Entry Workers, *Evaluation, Evaluation Criteria, Evaluation Methods, Inservice Education, *Instructor Coordinators, *On the Job Training, Performance Based Education, Program Content, Remedial Instruction, Teaching Guides, Teaching Methods, Teaching Skills, Testing, *Training Objectives

Designed to assist training coordinators in the initial institution familiarization training for new employees in correctional institutions, this manual consists of two parts: this document (Part I), which is the training coordinator's guide, and the training program (Part II - CE 017 287). In a general introduction the advantages of these course materials are outlined, stressing (1) how their use within the first forty hours after an employee's entry on duty insures standardized, uniform training of staff at all federal prisons; (2) the instructor's capability of being flexible and creative in his approach because of the variety in types of training materials; (3) that tests are included to measure whether or not the training objectives have been met and that remedial lesson plans are provided to correct low performance in any area. A recommended sequence is given for the four subject areas (introduction, security, working with inmates, and emergency) which are covered in Part II. The major parts of this guide are as follow: a lesson plan on evaluation objectives to be met by the training coordinator; a lesson outline, focusing on how to write, give, and use evaluative instruments; practice and written tests for all four subjects in Part II, including instructions for their use and answer keys; a lesson plan to develop local training materials to meet unique local institutional needs while being consistent with the overall goals and tone of this program; and an outline for remedial training evaluation and design. (ELG)

ED 158 025 CE 017 427

Ruoff, Robert And Others
Humanistic Career Education Training Manual.
Kentucky State Dept. of Education, Frankfort. Div. of Guidance Services.
Pub Date- 76
Note-131p.; Some pages in this document may not reproduce well due to poor print quality
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Career Education, *Curriculum Design, Educational Legislation, Educational Strategies, *Human Relations, Inservice Programs, Occupational Clusters, *Program Development, Program Planning, *Team Training, Workshops
Identifiers-Career Education Act 1976

Intended to serve as either a training program for local educators or as an idea bank for shorter career education training programs, this manual presents a five-day intensive training program based on two major thrusts. The first thrust is team building through human relations experiences. The second thrust is a sequential curriculum design for Career Education efforts within the school or system involved. A preface providing an outline of the training activities is followed by a detailed description of each day's activities including the following elements: rationale; objectives; schedule of timelines, inputs, grouping patterns, responsibilities, and materials needed; trainer resource pages; participant information sheets; and evaluation forms. The activities are based on The Career Education Act of 1976'' and the school-community atmosphere where the program is to be carried out. Some of the activities cover the following information: the United States Office of Education Career Clusters, methods of infusing career education into the curriculum, and communication skills. (BM)

ED 158 061 CE 017 517

National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module III. Shock and Fluid Therapy.

National Highway Traffic Safety Administration (DOT), Washington, D. C.
Report No.-DOT-HS-802-440
Pub Date-77
Note-101p.; For related documents see CE 017 514-529; Student text and workbook will be available separately
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 050-003-00282-8)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Adult Education, Behavioral Objectives, Clinical Experience, Curriculum Guides, *Emergency Squad Personnel, Evaluation Methods, Human Body, Job Skills, *Job Training, Lesson Plans, *Medical Treatment, Paramedical Occupations, Physiology
Identifiers-*Fluid Therapy, *Shock

This instructor's lesson plan guide on shock and fluid therapy is one of fifteen modules designed for use in the training of emergency medical technicians (paramedics). Six units of study are presented: (1) body fluids, electrolytes and their effect on the body, and the general principles of fluid and acid base balances; (2) characteristics of blood and its components, and the indications and hazards of blood transfusion; (3) causes, signs, symptoms, and treatment of dehydration and overhydration; (4) the classification, signs, symptoms, and treatment of shock; (5) practice in initiation and termination of an intravenous lifeline (IV), management of an improperly functioning IV, and application of the military anti-shock trousers; and (6) clinical experiences in the emergency department, intensive care unit/coronary care unit, and with the IV team. Each unit contains these elements: behavioral objectives, teaching procedures, content outline, demonstration outlines, needed equipment and materials, and guidelines for activities to be performed by students applying the skills. Skill evaluation sheets are provided. It is suggested that each module can be presented individually or combined with other moduels to construct a course for a selected group of students. (CE 017 514 is a course guide for use in program planning and administration of the modules.) (JH)

ED 158 081 CE 017 559

Steinberg, Alan And Others
Multiple Learning Strategies Project. Graphics. EMI.
Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Jan 78
Grant-G007603808
Note-121p.; For related documents see CE 017 554-583
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Educable Mentally Handicapped, *Graphic Arts, *Learning Activities, Learning Modules, *Special Education, *Vocational Education, Young Adults

This instructional package, designed for educable mentally impaired students, focuses on the vocational area of graphics. Contained in this document are nine learning modules organized into a finishing and bindery unit. Maintenance of a Challenge power cutter, operation of a hand electric stapler, and packaging with kraft paper are examples of module topics. Each module includes these elements: a performance objective page which tells the student what will be learned, what materials are needed, and what the student must do in the modules; and job steps pages written in a read (cognitive information), look (graphic illustrations of the task), do (student performs task) and check (student is evaluated by teacher) format. (This document is one of three sets of learning modules on graphics. The other two sets are written in formats designed for regular and low reader vocational students and for visually impaired students. The modules are part of a total set of over 1,300 written for different student populations. Building maintenance, dietetic assistant, small engine repair, and medical assistant are the other vocational fields covered. (JH)

ED 158 138 CE 017 788

Design Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.-BULL-1955-34

Pub Date-78

Note-19p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Architecture, City Planning, Commercial Art, *Designers, Display Panels, Drafting, Draftsmen, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Engineering Drawing, Graphic Arts, Information Sources, Interior Design, Job Skills, Job Training, Landscaping, Merchandising, *Occupational Information, Occupational Mobility, Promotion (Occupational), Salaries, Wages, Work Environment

Focusing on design occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include architects, commercial artists, display workers (retail trade), floral designers, industrial designers, interior designers, landscape architects, and urban planners. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a campanion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

Stimac, Michele

A Model for Evaluation of Decision Passages.

Pub Date-20 Feb 78
Note-19p.; Paper presented at the Annual Convention of the California Personnel and Guidance Association (Los Angeles, California, February 17-20, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Counseling Programs, Counselor Role, *Decision Making, *Decision Making Skills, Diagnostic Teaching, *Educational Strategies, *Evaluative Thinking, Models, *Problem Solving, *Self Evaluation, Students, Teacher Role, Teaching Models

In an age when decision making is becoming more and more significant for us human beings as we face dilemmas about whether or not to clone, to engineer behavior on mass scale, to expand or to decrease nuclear power, we educators must assist students to increase their decision-making skills. Many of our students will soon be decision makers for humankind. While we often teach decision-making skills didactically, we do not spend enough time getting students to examine how they are making decisions personally. This paper describes a model for evaluating decision passages. The model has three phases: (1) introduction to and understanding of the concept of decision passages; (2) developing a log of one's decision passages; and (3) evaluating decision-making patterns evident in decision passages. Each phase of the model is presented with examples and illustrations. The model is appropriate for use in several settings: teaching and/or counseling in group setting or in a one-on-one situation. It is an assessment model built on the premise that assessment is a first step to changing behavior. (Author)

ED 158 206 CG 012 801

Stone, James L., Jr.

The Utilization of Psychologists for Staff Development in a Large Public School System: A Staff Development Director's Perspective.

Pub Date-22 Mar 78

Note-8p.; Paper presented at the Annual Convention of the Southeastern Psychological Association (24th, Atlanta, Georgia, March 15-18, 1978) ; Best Copy Available

EDRS Price MF-$0.83 HC-$1.67 Plus Postage

Descriptors-*College School Cooperation, *Educational Psychology, Elementary Secondary Education, Inservice Programs, *Inservice Teacher Education, Instructional Staff, Local Issues, Models, *Professional Continuing Education, *Public School Teachers, *Staff Improvement, Urban Schools

This model proposes the TAP Team approach as an on-site delivery system for local school staff development in large, urban school systems. TAP emphasizes in-service training for both upgrading skills of staff and for helping staff acquire new skills in the areas of coping strategies, classroom management, communication skills, instructional methodologies, decision-making processes, motivational techniques, leadership styles and multi-cultural understanding. The TAP Team: (1) consists of a staff development specialist from the local school system and a university-level educational psychologist; (2) draws upon resources from both the local school system and the university serving that school system's personnel; and (3) works with the school principal to initiate activities culminating in the creation of the School Leadership Team, which is a vehicle for needs identification, planning, implementation and evaluation. (RF)

ED 158 293 CS 204 277

Stanford, Barbara Dodds Amin, Karima
Black Literature for High School Students.
National Council of Teachers of English, Urbana, Ill.
Pub Date-78
Note-274p.
Available from-National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 03308, $4.75 non-member, $3.95 member)
EDRS Price MF-$0.83 HC-$14.05 Plus Postage.
Descriptors-African Literature, American Literature, Annotated Bibliographies, Autobiographies, Biographies, *Black Culture, *Black History, *Black Literature, Black Studies, Class Activities, English Instruction, Fiction, Folk Culture, Literary Influences, *Literary Perspective, Literary Styles, *Literature Appreciation, *Literature Programs, Mythology, Secondary Education

An interracial team of teachers and regional consultants worked together revising this ten-year-old book on the teaching of black literature. The first section discusses black literature in terms of its discovery, tradition, and affective aspects; outlines goals and objectives for the course; presents a historical survey of black American writers; considers junior novels, short story collections, biographies, and autobiographies (historical and modern) by both black and white writers; and presents supplementary bibliographies of black literature. The second part of the book deals with classroom uses of black American literature. Included in this section are outlines for two literature units on the black experience; units on slave narratives and autobiography, poetry, and the short story; a course on Afro-American literature; and a senior elective course on black literature, for which a bibliography is included. Also included are suggestions for composition, discussion, role-playing, and games. The book contains a directory of publishers and author and title indexes. (MAI)

ED 158 357 EA 010 677

Berman, Bella U. Rosenthal, Samuel

Construction Grants for Educational Facilities, Fiscal Years 1965-77. Health Manpower References.

Health Resources Administration (DHEW/PHS), Bethesda, Md.

Report No.-Pub-HRA-78-28

Pub Date-Feb 78

Note-221p.; Not available in paper copy due to small print size of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Construction Programs, Dental Schools, *Educational Facilities, *Federal Aid, *Health Facilities, *Health Personnel, Medical Libraries, Medical Schools, Nursing, Optometrists, Pharmaceutical Education, Public Health, School Construction, School Expansion, School Improvement, *Tables (Data), Veterinary Medicine

This publication provides information on construction assistance awarded to schools of medicine, osteopathic medicine, dentistry, optometry, pharmacy, podiatric medicine, veterinary medicine, public health, and nursing. In addition it provides data on grants awarded to schools of allied health, medical libraries, and health research facilities. The first part of the report contains summary tables of data on the number and amount of construction grant funds awarded, by region, type of training, fiscal year, and control and status of school. Additional data are also presented on expected program impact at the completion of construction, in terms of the number of increased first-year places, the number of first-year places maintained, the total enrollment maintained, and the number of added hospital beds. The second part contains a list of guaranteed construction loans on which the federal government pays the full amount of any defaults on interest and principal by health professions education and nurse training institutions. (Author/MLF)

Wood, Thomas A.

Orientation and Mobility for Multiply Handicapped Blind Children.

Pub Date-Jun 78
Note-12p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Blind, Diagnostic Teaching, Elementary Education, Exceptional Child Research, *Instructional Materials, Material Development, Multiply Handicapped, *Programed Instruction, *Severely Handicapped, *Visually Handicapped Mobility, *Visually Handicapped Orientation

A research project was conducted to investigate sensory, concept, and locomotion skills in severely multiply handicapped children. The project involved the development of evaluation and teaching materials to be utilized by classroom teachers and paraprofessionals with multi-handicapped children with severe visual deficits. The programed instructional system consisted of a criterion referenced assessment instrument and corresponding programed instruction training package. The content of the intervention system included basic motor, sensory, concept, and basic protective mobility skills. Results of a multi-state validation study using 60 multiply handicapped blind children (5 to 13 years old) indicated that Ss using the intervention system made significant progress on all skill areas included in the materials. (Author/SBH)

ED 158 538 EC 111 939

Britton, John

The Handicapped Person Who Becomes a Student and a Professor.

Pub Date-Jun 78
Note-14p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Federal Legislation, Handicapped, *Higher Education, *Physically Handicapped, Post Secondary Education, *Student Rights
Identifiers-*Rehabilitation Act 1973 Section 504

A physically disabled university professor discusses the obligations of higher education toward disabled persons and the concomitant responsibilities of disabled students. Implications of Section 504 of the Rehabilitation Act of 1973 are considered. (CL)

ED 158 102 CE 017 580

Pitts, Jim And Others

Multiple Learning Strategies Project. Small Engine Repair Service.
Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Jun 77

Grant-G007603808
Note-337p.; For related documents see CE 017 554-583
EDRS Price MF-$0.83 HC-$18.07 Plus Postage.
Descriptors-*Auto Mechanics, Engines, *Learning Activities, Learning Modules, Repair, *Trade and Industrial Education, *Vocational Education, Young Adults

This instructional package is one of two designed for use by regular vocational students in the vocational area of small engine repair service. Contained in this document are forty-nine learning modules organized into eleven units: test equipment; motorcycle; engine removal and replacement; machining; tune-ups; short blocks; storage; filling out forms; ring and piston service; valve service; and overhaul. Each module includes these elements: a performance objective page telling what will be learned, what materials will be needed, and how the student will be evaluated; information page (not always included) providing information needed to perform the activity; and job step pages which detail steps necessary to do the task. Visuals are included with the explanation. (This document and CE 017 579 are one of three sets of learning modules on small engine repair. The other two sets are written in formats designed for visually impaired and low reader-educable mentally impaired students. The modules are part of a total set which includes over 1,300 written for different student populations. Building maintenance, dietetic assistant, medical assistant, and graphics are the other vocational areas covered.) (JH)

ED 158 249 CS 004 297

Olson, Joanne P.

Graduate Students' Perceptions of Selected Components of a Competency-Based Reading Course.

Pub Date-Nov 77

Note-7p.; Paper presented at the Annual Meeting of the National Reading Conference (27th, New Orleans, Louisiana, December 1-3, 1977)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Course Evaluation, Educational Alternatives, Educational Assessment, *Educational Objectives, Graduate Students, Higher Education, *Performance Based Education, *Reading Instruction, *Reading Programs, *Reading Research

Because competency-based instruction assumes objectives, pre-assessments, learning alternatives, and post-assessments, college instructors must begin to establish programs with these components. To determine how valuable students perceive each component to be and to discover the extent to which students use each possible learning alternative, 60 graduate students enrolled in three sections of a graduate reading course were asked to evaluate the components as very helpful, helpful, not helpful, or not used. Four major conclusions were drawn: the use of objectives, pre-assessments, learning alternatives, and post-assessments should be continued; class sessions and textbook readings should be included and should be designed to encompass all essential information; students perceived nontext readings and nonprint resources as valuable, but few used them, therefore, they should be used only when they possess a unique value; and competency based programs appear to be a viable instructional mode for graduate level education programs. (Author/FL)

ED 158 315

CS 204 304

Winkeljohann, Rosemary, Ed.

Recommended English Language Arts Curriculum Guides K-12 and Criteria for Planning and Evaluation.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Contract-400-75-0029
Note-33p.
Available from-National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 30515, $0.75 member, $1.25 non-member)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Annotated Bibliographies, *Curriculum Guides, *Curriculum Planning, Elementary Education, *English Instruction, *Evaluation Criteria, *Language Arts, Standards
Identifiers-Information Analysis Products

The first half of this booklet presents an annotated list of recommended curriculum guides representing a variety of sample frameworks, units, and lesson plans intended for reference use by schools and agencies who are in the process of developing a curriculum. Grouped according to the year in which the guides were recommended (1978, 1977, 1976), each annotation provides the following information: the grade levels involved; a statement regarding the educational philosophy or approach; a description of the content, aims, and objectives; and information on obtaining the guide. The second half of the booklet contains a revised statement of criteria for planning and evaluation of English language arts curriculum guides. The evaluation instrument presented in the booklet was designed to apply to many different content emphases within the field of English language studies, as well as to the learning process, organization, methodology, and language versatility. Criteria are organized under the headings of philosophy, policies and procedures, objectives, organization, process as content, language, composition, media, reading and literature, evaluation, and design. (MAI)

ED 158 401 EA 010 810

Private and Parochial Schools of Texas. 1974-75 Listing. Elementary-Secondary.

Texas Education Agency, Austin.

Pub Date-Mar 75

Note-50p.; Not available in paper copy due to very small print of

original document; Best copy available

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Directories, Elementary Secondary Education, Enrollment, Parochial Schools, *Private Schools, Statistical Data, Tables (Data)
Identifiers-Texas

In this directory, private schools in Texas are listed by religious affiliation, if any, and the following information is also provided: school name; address; county, district, and campus numbers; names of superintendent and principal; number of staff; grades taught; enrollment by grade level (prekindergarten, kindergarten, 1-6, 7-12); year of accreditation (and accrediting agency); and sexes served on both a boarding and day-school basis. State summaries for these statistics conclude the document. (PGD)

ED 158 443 EC 111 273

Richman, Gary, Ed. Trohanis, Pascal, Ed.
Public Awareness Viewpoints.
North Carolina Univ., Chapel Hill. Frank Porter Graham Center.
Spons Agency-Office of Human Development (DHEW), Washington, D.C. Office of Developmental Disabilities.
Pub Date-Jun 78
Note-63p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Handicapped, *Handicapped Children, Information Dissemination, *Publicize, *Public Relations, State Programs

Designed for state Developmental Disabilities Planning Councils, the booklet presents seven papers dealing with public awareness of handicapped persons. M. Reilly describes the Connecticut Council's project to make contact with key groups of decision makers. The Vermont project is explained by T. Knox in terms of program goals and public relations activities on a low budget. R. Valela cites the need for society to make significant changes in planning, service delivery, and public awareness to incorporate consumer involvement and advocacy concepts. B. Aiello reviews class activities for regular educators and students to understand the effects of handicapping conditions. J. Panza, Jr. describes his experiences working with policy officers in New Jersey, and D. O'Connell considers the role of institutions. (CL)

ED 158 473 EC 111 847

Swanson, Georgiana Burkett, Janet
Cross Categorical Resource Program.
Pub Date-Jun 78
Note-9p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Elementary Secondary Education, *Grouping (Instructional Purposes), *Handicapped Children, *Resource Room Programs
Identifiers-*Cross Categorical Resource Programs

The concept behind the cross categorical resource program for handicapped students is that one resource room can serve several categories in one school unit. There must be continuous communication between the resource room and regular classroom. The environment of the resource room must be positive and conducive to learning. An important factor of the resource room is that it is a program aimed at allowing the exceptional child to stay with his social group most of the time, and provide education for his special needs, while being economically feasible. (Author/SBH)

ED 158 564 FL 009 585

Lafayette, Robert C.
The Minicourse: A Viable Curricular Alternative. An Integrative Approach to Foreign Language Teaching: Choosing among the Options. ACTFL Foreign Language Education Series, Vol. 8.
American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date-76
Note-47p.
Available from-Not Available Separately; See FL 009 582
Document Not Available from EDRS.
Descriptors-*Course Content, Course Descriptions, Curriculum Design, Educational Innovation, Individual Needs, *Language Instruction, *Language Programs, *Modern Language Curriculum, *Program Development, Secondary Education, Second Language Learning, *Short Courses, Student Needs

The minicourse in foreign language teaching is an outgrowth of the diversified curriculum that is based on the personal-benefit theory. The importance of the individual and the need for a differentiated program designed to foster individual interests and maximize individual potential is stressed in this theory. The rapid growth of alternative schools and the introduction of secondary level electives is discussed. A minicourse is a course shorter than the standard academic unit; it may be phased, sequential, nonsequential, or terminal. The majority of foreign language minicourses are offered at advanced levels of instruction and vary in length from one to twelve weeks. Minicourses have significantly broadened content at the advanced levels of foreign language instruction, and the greatest impact has been in the area of everyday'' culture. Minicourse programs tend to use a combination of instructional modes, especially small group instruction. Positive attitudes have been expressed by students and teachers, and program enrollments have increased significantly. The viability of minicourse programs depends on a sound rationale, planning that includes student input, and the establishment of systematic evaluation procedures. Guidelines for implementing a minicourse program are provided. (SW)

ED 158 158 CG 012 630

Wray, Beth
How to Make Your Job Search Successful.
Pub Date-4 Nov 77
Note-13p.; Paper presented at the Annual Conference of the National Association of Student Personnel Administrators, Region IV West (Albuquerque, New Mexico, November 2-4, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Employment Interviews, Guides, *Job Application, Job Placement, *Job Search Methods, Personnel Selection, *Self Esteem, *Vocational Counseling
Identifiers-*Resumes

When one sets out to get a job for the first time or to change to a different job, knowing how to do it the right way is a vital concern. It is a concern that can easily spell the difference between success and failure. Individuals need to know what they are aiming for so they can set their sights accordingly and concentrate only on their objectives. Presented is information on job search tips, a letter of introduction, the resume, the interview, the follow-up, and accepting a job offer. (Author)

ED 158 228 CS 004 263

Kussat, Reinhart Farrow, Earl V.

Developmental Reading at Livingston College, 1974-1976. A Final Report.

Rutgers, The State Univ., New Brunswick. Livingston Coll.

Pub Date- 76

Note-59p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Basic Skills, College Freshmen, Critical Reading, *Developmental Reading, Higher Education, *Nontraditional Students, *Performance Based Education, Reading Comprehension, Reading Improvement, *Reading Programs, *Reading Skills, Reading Tests, *Study Skills

Identifiers-McGraw Hill Basic Skills System Reading Test

A developmental reading program with a unified approach to the teaching of developmental reading to nontraditional freshmen was designed and initiated at Livingston College, Rutgers University. The two-level program, consisting of curriculum modules based on behavioral objectives and performance criteria, was required for all freshmen who ranked below the fiftieth percentile in paragraph comprehension on the McGraw Hill Basic Skills System Reading Test. Level one stressed literal comprehension development through the following modules: notetaking and study skills, organizational skills, literal comprehension skills, dictionary and library skills, vocabulary skills, and test-taking skills. In addition, level one students were required to study two hours a week in the reading center. Level two focused on inferential and evaluative skills through these six modules: inferential comprehension, reorganization of information, test-taking skills, library skills, critical evaluation, and vocabulary skills. Posttest results, determined by repetition of the McGraw Hill reading test, indicated significant improvement in student reading skills after participation in both course levels. (Tables, charts, and references are appended.) (MAI)

ED 158 337 CS 502 188

Anapol, Malthon M., Ed.
Theme Issue: Organizational Communication.
Metropolitan Washington Communication Association, Washington, D.C.
Pub Date-78
Note-63p.
Journal Cit-MWCA Encoder; v5 n3 Entire Issue Spr 1978
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Communication (Thought Transfer), Consultants, Group Dynamics, Higher Education, *Intercommunication, Interdisciplinary Approach, *Job Market, Models, Needs Assessment, *Organizational Communication, *Organizational Development, Organizational Theories, Personnel Integration, *Professional Training, Seminars

The articles in this publication discuss the identity problem of those educated in organizational communication when they face a job market that does not identify specific roles and positions for their specialty. The publication includes an outline for a course in organizational communication and a list of guidelines for the selection of client organizational and instructional strategy; a description of a multidisciplinary program for preparing professionals in organizational communication; a seminar outline on assessing the organizational communication job market that includes goals, objectives, student paper topics, and an evaluative tool; a model for the analysis of the consultant-client relationship; a discussion of levels of personal interactions between subgroups within an organization; and a report of a needs assessment study conducted to determine the communication needs and activities of a variety of organizations. (MAI)

ED 158 378 EA 010 777

Administrative School Studies: A Guide to Implementation.
New Jersey Bell, Newark.
Pub Date- Oct 74
Note-20p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Business, Consultants, Program Descriptions, School Districts, *School Industry Relationship, School Systems, Technical Assistance
Identifiers-New Jersey

Businesses have a great deal of expertise that could be useful to school districts. Business acumen can be used to make the educational system more efficient and effective or to make organizational and systems changes. An administrative school study can be undertaken by study teams of business personnel to determine problems in the district and suggest and undertake corrective action. Typical areas of study, recommendation, and correction might be in administrative organization, forms and recordkeeping, personnel practices and procedures, data processing, or food services. An administrative school study includes three parts: a feasibility study to identify problem areas; an indepth study; and implementation and reviews of operation. The first step is a presentation to the school board, and after each step the board must again determine if they want the business consultants to continue. In the design phase, staff suggestions must be considered. In New Jersey, school studies have been conducted and completed in Newark, Jersey City, Rahway, and the Union County Regional Districts and are underway in Trenton, Elizabeth, and Hamilton Township. (Author/JM)

ED 158 423 EA 010 852

Catholic Secondary Schools and the Educational Reform Movement in American Secondary Education. NCEA Special Bulletin.

National Catholic Educational Association, Washington, D.C.
Pub Date-Mar 76
Note-47p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Catholic High Schools, Church Role, *Educational Change, Religious Education, *Secondary Education, Senior High Schools

The educational reform of America's secondary schools has been the subject of conferences and documents. The National Catholic Education Association concurs with many of the ideas presented by proponents of this renewal, but the association believes there are omissions in philosophy and proposals espoused by the reformers. In this bulletin, Brother Victor Hickey, F.S.C., analyzes and criticizes the National Association of Secondary School Principals (NASSP) report on secondary school education renewal entitled "This We Believe: Secondary School in a Changing Society." According to the author, the NASSP report suggests a number of secondary education reforms including lowering the age for compulsory schooling and broadening graduation requirements. The report also condemns the isolation of adolescents from the rest of society and real life work experiences. It, in essence, criticizes the whole process of moving from youth to adulthood in today's society. Although many of these proposed reforms are laudable, the author maintains, the NASSP report fails to mention the role of religious values in education or the contribution American churches and parochial schools have made as educators of American youth. (Author/JM)

ED 158 539 EC 111 940

Mba, P.O.

Issues of Social Adjustment and Societal Attitudes: A Comparative Perspective.

Pub Date-Jun 78

Note-26p.; Paper presented at the World Contress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Changing Attitudes, *Developing Nations, Discriminatory Attitudes (Social), *Handicapped, *Handicapped Children, *Social Adjustment, *Social Attitudes

The author cites examples of superstitious beliefs and negative attitudes toward disabled persons in developing countries, and suggests steps toward attitudinal change, including public education and socialization of the handicapped. Briefly reviewed are results of a study on the role of information about the handicapped as a variable in attitudinal change. (CL)

ED 157 990 CE 015 819

Kucinski, Karen, Ed.
Activity Idea Bank: Stick Your Neck Out.
Pima County Developmental Career Guidance Project, Tucson, Ariz.
Spons Agency-Arizona State Dept. of Education, Phoenix.
Pub Date-Apr 78
Note-220p.; Twelve of the ninety-six pages in the appendix have been removed because of copyright
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors-Activity Units, *Career Awareness, *Career Education, Elementary Education, Learning Activities, *Occupational Guidance, Resource Guides, Teaching Guides

Designed as a companion volume to a K-6 curriculum, this collection of career education and guidance activities corresponds to fifty units to be taught by elementary school teachers. Example career education unit topics include these: about myself; about my family; leisure time; basic needs of man; cities; science; and crafts. For each unit, various activities, suggested speakers, and field trips are listed. Included with some units are suggested kits, games, films, and media materials (with availability information). The appendix includes the following: thirty-two guidance activities (e.g., what decisions do we make; self-concept validation; me and my goals); eight additional units including American Indian games, a real estate unit, and a toy truck factory unit; and an annotated media bibliography with availability information. (JH)

ED 158 008 CE 017 287

Correctional Training. Institution Familiarization. Part II: The Training Program.

Bureau of Prisons (Dept. of Justice), Washington, D.C.

Note-162p.; Some illustrations toward the end of this document may not reproduce well. For a related document see CE 017 285

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors-*Corrective Institutions, Criminology, Emergency Programs, Employee Responsibility, *Entry Workers, Human Services, Inservice Education, *Job Skills, *On the Job Training, Performance Based Education, Safety, Teaching Guides, *Training Objectives

Identifiers-Institutional Security Training

Designed to assist training coordinators in the initial institution familiarization training for new employees in correctional institutions, this manual consists of two documents: a training coordinator's guide (Part I - CE 017 285) and this document, the training program (Part II). Four training areas are treated: (1) an introduction consisting of personnel processing, clothing issue, a tour of the facilities, employee conduct and responsibility, a duty roster, and assignments; (2) security, focusing on contraband identification and control, security inspections, shakedowns, and tool and key control; (3) working with inmates, covering inmate programs and services, inmate accountability and custody, counting procedures, inmate discipline, incident report writing, administrative remedies, and the Freedom of Information and Privacy Acts, and (4) emergency, dealing with firearms, gas familiarization, and emergency plans. Each unit within these four categories contains, as applicable, a lesson plan which gives the unit's objectives, a lesson outline of course content, handouts, and visual aids for slides or overhead projection. Times for the introduction of local training materials are indicated throughout the four areas. Tests to determine if a unit's objectives have been met successfully are found in Part I. (ELG)

Bohannon, Nancy And Others

Senior High School Parenthood Education Curriculum Guide for Consumer and Homemaking Education.

Fayette County Public Schools, Lexington, Ky.; Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date-78

Note-277p.; Not available in hard copy due to reproducibility problems. For a related document see CE 017 425

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Birth, *Child Development, Community Agencies (Public), Contraception, Curriculum Guides, Environmental Influences, *Family (Sociological Unit), Family Environment, *Family Life, Family Life Education, Handicapped Children, Instructional Materials, Parent Attitudes, *Parent Child Relationship, *Parent Responsibility, Parent Role, *Parents, Pregnancy, Reproduction (Biology), Self Concept, Senior High Schools

Identifiers-Kentucky

Intended for use by teachers on the senior high school level in Kentucky, this curriculum guide outlines a semester course in parenthood education. The eleven instructional units include (1) the individual and his self-concept; (2) the family and its structure; (3) human reproduction, emphasizing heredity, biological systems, conception, and contraception; (4) the parent and his responsibilities; (5) pregnancy; (6) childbirth; (7) community agencies which offer assistance to parents; (8) infant care, both pre- and postnatal; (9) adjusting to an expanding family; (10) parenting children with special needs, such as physically, emotionally, or mentally handicapped children; and (11) providing a stimulating environment for child development. For each of these units, behavioral objectives are identified and stated in terms of student competencies, and the specific teaching strategies are accompanied by supporting generalizations and references to outside resources. A list of these resources is provided at the end, including books, pamphlets, filmstrips, and other miscellaneous teaching aids. The appendix contains instructional activities for classroom use, such as worksheets, games, review sheets, pretests and posttests, and discussion questions. (ELG)

ED 158 271 CS 203 682

Richards, Amy

Writing Dysfunction: A Problem in College Composition Courses.

Pub Date-Mar 77

Note-19p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (28th, Kansas City, Missouri, March 31-April 2, 1977); The student papers may not reproduce well due to light type

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-College Students, *Composition Skills (Literary), Higher Education, *Language Handicapped, *Learning Disabilities, *Neurologically Handicapped, *Spelling, Student Problems, Vocational Rehabilitation, *Writing Skills

Identifiers-*Dysgraphia

Many college students who have been labeled semi-literate because of their excessively poor writing ability in fact possess a neurological dysfunction known as dysgraphia. The symptoms of this disorder range from a consistent but minor inability to spell to a major disarrangement of letters and syntax. The best way to identify dysgraphic students is to acquaint composition teachers with the writing peculiarities that distinguish them from students with more traditional deficiencies. Unfortunately, even when such students have been identified treatment is not easy. In individual conferences some improvement in spelling has been produced through overlearning, a technique used for elementary school students with similar problems. Severely dsygraphic students at many universities may receive help from vocational rehabilitation programs. The most valuable help for dysgraphics, however, can be given in the classroom by composition teachers if they ignore spelling and instead stress the composing process and standard grammar. To establish the causes of deficient writing among college students in general, it is essential to isolate the specific causes as they are discovered. Identifying dysgraphia makes it possible to recognize other factors that contribute to the label of illiteracy. (Student papers are appended.) (FL)

ED 158 402 EA 010 812

Sigler, E. A., Jr.
Secondary School Management Problems in the 1970's.
Pub Date-31 Mar 78
Note-9p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (62nd, Anaheim, California, February 10-15, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Administrative Problems, *Principals, School Administration, Secondary Education

Announcing a successful conclusion to the operations of the National Association of Secondary School Principals' Task Force on Management Structure and Administration Staffing, this presentation by one member of that task force introduces the problem addressed by the study and the central theme of the resulting monograph, which will be published soon. The problem is basically one of increasing pressure on the school principal, largely as a result of modern demands on education, coupled with a continuing lack of the decision-making authority the principal needs if he is to shoulder the new responsibilities. If principals make efforts to obtain and use improved management skills, it could help them convince higher-level educational managers that they are capable of assuming authority, which in turn might make it easier for principals to reorganize their work loads and school management structures to reflect new legal strictures and other demands. (Author/PGD)

ED 158 504 EC 111 905

Jordan, Irving K.
Total Communication: Past, Present and Future.
Pub Date-Jun 78
Note-11p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Aurally Handicapped, *Deaf, *Educational Trends, *Handicapped Children, Historical Reviews, *Total Communication

The paper traces the place of total communication in the education of deaf children from its beginning in France to the current time. Evidence is presented which shows the efficacy of total communication and the trend toward its adoption by an increasing number of programs. The use of total communication with nondeaf, special education populations and the resulting positive gains are discussed. Finally, a trend toward the use of total communication in programs for nondeaf individuals is shown and a prediction of an increasing adoption is made. (Author/SBH)

ED 158 584 FL 009 691

Moody, Charles D., Sr., Ed.

Bilingual Bicultural Education: Conference Papers.

Michigan Univ., Ann Arbor. Program for Educational Opportunity.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-77

Contract-305-75-0001

Note-136p.; Some pages may not reproduce clearly

Available from-Program for Educational Opportunity, 1046 School of Education, The University of Michigan, Ann Arbor, Michigan 48109

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Arabs, *Biculturalism, *Bilingual Education, *Bilingualism, Bilingual Students, Communicative Competence (Languages), Community Resources, Cultural Background, Cultural Factors, *Educational Legislation, *Educational Philosophy, Elementary Secondary Education, Federal Legislation, Language Instruction, *Language Programs, Linguistics, Program Development, Second Language Learning, Spanish Speaking, Teaching Methods, Vietnamese

Identifiers-Lau v Nichols, Michigan, Michigan Bilingual Education Act

The articles included in these proceedings are presented in order to give some insight into the meaning and scope of bilingualism and bilingual education. The volume is divided into sections respresenting the following five areas of concern in bilingual education: philosophy, legal aspects, language and linguistics, culture, and techniques and teaching strategies. The papers dealing with these areas are: (1) A New Philosophy of Education,'' by A. Castaneda, P.L. Howard and M. Ramirez; (2) Lau v Nichols: Implications for Bilingual Bicultural Education,'' by E.H. Steinman; (3) Language and Linguistics in Bilingual Education,'' by R. C. Troike; (4) Spanish Usage in the United States,'' by L. B. Kiddle; (5) Spanish Speakers' Linguistic Interference on Their English'' by D. A. Thomas; (6) Arguments in Support of Bilingual-Bicultural Education,'' by S. Betances; (7) The Cultural, Social, and Educational Backgrounds of the Chaldean and Arabic Students in Michigan Schools,'' by G. A. Sesi; (8) The Community: A Neglected Resource for Bilingual Program Effectiveness,'' by R. Martinez; (9) Appropriate Models for Bilingual-Bicultural Instruction in Michigan,'' by W. Katra and W. Cline; (10) The Implementation of the Bilingual Program for the Vietnamese Children at Palmer Elementary School, Grand Rapids, Michigan,'' by T. C. Xuan; and (11) Strategies for the Implementation of Bilingual Programs,'' by J. Thomas. The appendices give the texts of the U. S. Supreme Court Decision, Lau v. Nichols, and the Michigan Bilingual Education Act. (AMH)

ED 158 026 CE 017 433

Stilkind, Jerry

Job Safety and Health at Federal Agencies.

Occupational Safety and Health Administration, Washington, D.C.

Pub Date-78

Note-23p.; Illustrations in this document may not reproduce well

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Administrator Guides, Federal Government, Federal Legislation, Federal Regulation, Government Employees, *Health Conditions, *Personnel Needs, *Program Administration, Program Design, *Safety, Standards, *Work Environment

Identifiers-Occupational Safety and Health Act, United States

This booklet for management, heads of safety and health programs, supervisors, employees, and representatives of labor organizations highlights the most important features of a comprehensive program that effectively protects Federal employees from safety and health hazards. The content is in two sections. The first concentrates on the administration of safety and health programs in all Federal agencies and includes standards, recordkeeping and reporting, committees, inspections, eliminating hazards, evaluation and annual reports, and councils. The focus of the second section is on the organizational structure needed to make a program work and discusses agency head, designated safety and health official, and program staff. (EM)

ED 158 062 CE 017 518

National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module IV. General Pharmacology.

National Highway Traffic Safety Administration (DOT), Washington, D. C.
Report No.-DOT-HS-802-441
Pub Date-77
Note-81p.; For related documents see CE 017 514-529; The student text and workbook will be available separately
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 050-003-00283-6)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Behavioral Objectives, Curriculum Guides, *Emergency Squad Personnel, Job Skills, *Job Training, Learning Activities, Lesson Plans, Medical Treatment, Metric System, Paramedical Occupations, Safety
Identifiers-*Pharmacology

This instructor's lesson plan guide on general pharmacology is one of fifteen modules designed for use in the training of emergency medical technicians (paramedics). Five units of study are presented: (1) the sources of drugs, drug names, solids and liquids, and the different forms in which drugs may be dispersed; (2) the action (effects) of drugs; (3) the metric system and how to calculate drug dosages; (4) safety considerations and procedures when administering drugs in the field; and (5) practice skills in drawing up solutions in a syringe and making intravenous injections, subcutaneous injections, and intramuscular injections. Each unit contains these elements: behavioral objectives; teaching procedures, a content outline, demonstration outlines, list of needed equipment and materials, and guidelines for activities to be performed by students applying the skills. Skill evaluation sheets are provided. It is suggested that each module can be presented individually or combined with other modules to construct a course for a selected group of students. (CE 017 514 is a course guide for use in program planning and administration of the modules.) (JH)

ED 158 082 CE 017 560

Pettit, Glen And Others

Multiple Learning Strategies Project. Graphics. Visually Impaired.

Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date- 77
Grant-G007603808
Note-210p.; Not available in hard copy due to reproducibility problems; For related documents see CE 017 554-583
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Graphic Arts, Layout (Publications), *Learning Activities, Learning Modules, Photocomposition, Photography, Printing, Special Education, *Visually Handicapped, *Vocational Education

This instructional package on the vocational area of graphics is designed for visually impaired students. Contained in this document are thirteen learning modules organized into eight units: layout and design; paste-up; camera (photomechanical reproduction); stripping; presswork; finishing and bindery; special processes; and photography (continuous tone). Each module, printed in large block type, includes these elements: a performance objective page telling what will be learned, what materials will be needed and how the student will be evaluated; information and job step pages which tell why the student is learning this task and detail the job steps necessary to do it. Illustrations are designed for the visually impaired. (This document is one of three sets of learning modules on graphics. The other two sets are written in formats designed for educable mentally impaired and for regular and low reader students. The modules are part of a total set of over 1,300 written for different student populations. Building maintenance, dietetic assistant, small engine repair, and medical assistant are the other vocational areas covered. CE 017 554 is the final report of the project to develop the modules.) (JH)

Railroad Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.-Bull-1955-17
Pub Date-78
Note-13p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Equipment Maintenance, Information Sources, Job Skills, Job Training, Laborers, Locomotive Engineers, *Occupational Information, Occupational Mobility, Operating Engineering, Promotion (Occupational), *Rail Transportation, Salaries, Service Occupations, Telecommunication, Travel, Wages, Work Environment

Focusing on railroad occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include brake operators, conductors, locomotive engineers, shop trades, signal department workers, station agents, telegraphers, telephoners, tower operators, and track workers. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 139 CE 017 789

Communications-Related Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.-Bull-1955-35
Pub Date-78
Note-25p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Broadcast Industry, Broadcast Television, *Communications, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Information Sources, Interpreters, Job Skills, Job Training, *Mass Media, Media Technology, News Reporting, *Occupational Information, Occupational Mobility, Photography, Promotion (Occupational), Public Relations, Radio, Salaries, Technical Writing, Wages, Work Environment
Identifiers-Advertising

Focusing on communications-related occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include advertising workers, interpreters, newspaper reporters, photographers, public relations workers, technical writers, and occupations in radio and television broadcasting (broadcast technicians and radio and television announcers). The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 183 CG 012 751

Rossi, Robert J. And Others

Using the Talent Profiles in Counseling: A Supplement to the Career Data Book.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Nov 75
Grant-NIE-G-74-0003
Note-212p.; some parts of the document will be marginally legible
Available from-American Institutes for Research, Publications Office, P.O. Box 1113, Palo Alto, Calif., 94302 (1-9 copies, $5.25 each; 10 or more copies, $4.00 each)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Career Education, *Career Exploration, Educational Resources, Guidance Programs, Occupational Choice, *Occupational Guidance, Secondary Education, Secondary School Students, *Vocational Counseling, Vocational Education
Identifiers-*Project TALENT

This volume is a career education resource which can be used alone or with the complementary Career Data Book, and illustrates career development patterns of former (1960) high school students. This resource describes the high school interests and abilities of individuals in different stages of their career development, and presents profiles based on 138 occupations. It is intended for counselors, teachers, and others interested in facilitating an individual's exploration of careers, and is oriented toward the practitioner rather than the researcher. (LFB)

ED 158 207 CG 012 802

Glynn, Shawn M. Hartzell, Linda D.

Children's Retention of Topical and Factual Information Following Oral Report Activities.

Pub Date-Mar 78

Note-14p.; Paper presented at the Annual Convention of the Southeastern Psychological Association (24th, Atlanta, Georgia, March 15-18, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Cognitive Processes, *Cues, Elementary School Students, Experiential Learning, Information Retrieval, *Learning Activities, *Listening Skills, Primary Education, *Recall (Psychological), Research Projects, *Retention Studies, *Speaking

This experiment was designed to determine how oral report activities, following exposure to an informative message, can influence children's retention of topical and factual information from the message. The message was a prose passage about modes of transportation. Second grade students (N 51) were subjects. A third of the children presented oral reports on the contents of the message (speaker condition); a third listened to the reports (listener condition); and a third functioned as controls. Retention was assessed one and three days later. As predicted, speakers' free recall of topical information and cued recall of factual information exceeded that of listeners and controls. The production of related new topics during free recall tended to increase over the retention interval. The results support the notion that covert editing activities, stimulated by the active, overt reconstruction of stored information, lead to the formation of a highly efficient retrieval system. (Author)

Teaching of Writing: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International," January through April 1978 (Vol. 38 Nos. 7 through 10).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-78
Note-11p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Annotated Bibliographies, Compensatory Education Programs, *Composition (Literary), *Doctoral Theses, Educational Practice, *Educational Research, Elementary Secondary Education, English (Second Language), *English Instruction, *Expository Writing, Higher Education, Interdisciplinary Approach, Reading Comprehension, Remedial Instruction, Research Utilization, Sentence Combining, Teacher Attitudes, Teacher Response, *Teaching Techniques, Textbooks, Tutorial Programs
Identifiers-Maryland, Virginia

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 15 titles deal with the following topics: methods for teaching students of English as a second language and remedial students in freshmen composition courses; Maryland community college English teachers' backgrounds and attitudes toward composition; two audio-tutorial methods for teaching English composition; recent reform in composition teaching; the effect of motivational story starters and assignment of general topics on intermediate students' writing ability; marking of student writing by Virginia high school English teachers; the effect of compensatory composition tracking on high-risk students in an open admissions university; a model for developing an interdisciplinary learning environment in writing and the humanities; relationships between the reading and writing of exposition and argument; the effects of oral and written teacher feedback; the effect on writing of extended practice in sentence-combining; an analysis and comparison of college English composition handbooks; the use of collaborative writing techniques in teaching composition; and the importance of knowing and using research in teaching composition. (GW)

ED 158 358 EA 010 678

Task Force Findings Specifying Remedies Available for Eliminating Past Educational Practices Ruled Unlawful Under Lau versus Nichols.

Arizona State Dept. of Education, Phoenix.
Pub Date- 77
Note-57p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Access to Education, *Affirmative Action, *Bilingual Education, Elementary Secondary Education, Equal Education, Federal Legislation, Guidelines, *Non English Speaking, Resource Materials
Identifiers-Arizona, Civil Rights Act 1964 Title VI

This publication is designed to clarify and amplify the 1975 booklet of the same title prepared by the Department of Health, Education, and Welfare (DHEW). The requirements for providing education to non-English speakers are first placed in their historical context. Suggestions for the basic elements to include in an affirmative action plan for complying with the requirements are stated simply. These include establishment of an official district policy for equal educational opportunity, alerting the community and district personnel to the situation, and a four-part program of identifying non-English-speaking students, assessing their linguistic proficiency, determining their achievement levels, and placing them in programs designed to meet their educational needs. Additional items to consider are listed, and a partial directory of agencies offering resources (particularly to educators in Arizona and the southwestern United States) is provided. An appendix includes pertinent DHEW memoranda, the text of the 1975 DHEW booklet, and language survey materials. (Author/PGD)

ED 158 444 EC 111 274

Cadman, Lois A. And Others

Parents Handbook: A Handbook for Parents of Pre School Handicapped Children.

Education Service Center Region 9, Wichita Falls, Tex.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-76
Grant-G00-76-00005
Note-46p.; Some pages may be marginally legible due to small type
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Child Development, Creativity, *Discipline, Early Childhood Education, *Handicapped Children, *Parent Role, Preschool Education, Self Concept
Identifiers-*Parent Resources

Designed to help parents meet the extra needs of preschool handicapped children, the booklet provides information and practical suggestions for dealing with self image, creativity, and discipline. Described are activities to develop basic communication, self help, physical, social and academic skills. An additional chapter briefly reviews considerations in working with the educable mentally retarded, visually and hearing impaired, and physically handicapped child. (CL)

ED 158 474 EC 111 849

Parker, Linda G. Mohr, Laura L.

Secondary Handicapped Students? I Thought They Were All Cured!

Pub Date-Jun 78
Note-9p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Elementary Education, *Gifted, *Handicapped Children, Higher Education, *Inservice Teacher Education, Post Secondary Education, *Practicums, Program Descriptions, *Summer Programs
Identifiers-*Experience a Practicum with Exceptional Children

Experience a Practicum with Exceptional Children (EPEC), university lecture courses and practicum experience within a local school district, offered field-based teacher education on the needs of handicapped students. The EPEC summer program recruited elementary students who were gifted, learning disabled, educable mentally retarded, mildly orthopedically handicapped, and speech/language handicapped. Responses from the student and parent evaluation sheets favored the continuation of such a training program for teachers. (SBH)

ED 158 540 EC 111 941

Thomson, George O. B.

Impact of Early Intervention of Learning Evaluation of the Stott Flying Start'' Learning to Learn Programme: A Scottish Study.

Pub Date-Jun 78

Note-14p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Early Childhood Education, Exceptional Child Research, Program Effectiveness, *Screening Tests, Student Evaluation

Identifiers-*At Risk (Handicap), *Flying Start, *Guide to the Childs Learning Skills

The paper describes a study in which 34 primary class students were identified as high risk by the Guide to the Child's Learning Skills (GCLS), a teacher-based instrument for screening and followup. It is reported that an 8-week period of instruction using the Flying Start materials, experimental Ss showed significant improvement on the Columbia Mental Maturity Scale, Porteus Maze Quotients, and the GCLS. Two brief case studies are included. (CL)

ED 158 103 CE 017 581

Pitts, Jim And Others

Multiple Learning Strategies Project. Small Engine Repair Service. Low Reader-Educable Mentally Impaired. Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Jan 78
Grant-G007603808
Note-434p.; For related documents see CE 017 554-583
EDRS Price MF-$0.83 HC-$23.43 Plus Postage.
Descriptors-*Educable Mentally Handicapped, Engines, *Learning Activities, Learning Modules, Repair, *Retarded Readers, Special Education, *Trade and Industrial Education, *Vocational Education, Young Adults
Identifiers-Small Engines

This instructional package, one of two designed for low reader-educable mentally impaired students, focuses on the vocational area of small engine repair service. (Low readers are identified as those reading at a 3-6 grade level.) Contained in this document are forty-three learning modules organized into nine units: engine block; air cleaner; starters; fuel tank, lines, filters and pumps; carburetors; electrical; magnetic system; lubrication; and gear boxes and drive trains. Each module includes these elements: a performance objective page that describes what the student will learn, materials needed, and how performance will be evaluated; information pages including special material not incorporated into the job steps; and job step pages which detail the steps necessary to do the task. This document and CE 017 582 are one of three sets of learning modules on small engine repair. The other two sets are written in formats designed for visually impaired and regular vocational students. The modules are part of a total set which includes over 1,300 modules written for different student populations. Building maintenance, dietetic assistant, medical assistant, and graphics are the other vocational areas covered. (JH)

ED 158 159 CG 012 631

Broschart, Kay Richards

Sex Roles and Depression in Middle Age.

Pub Date-Sep 77
Note-12p.; Paper presented at the Annual Meeting of the American Sociological Association (72nd, Chicago, Illinois, September 5-9, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Body Image, *Depression (Psychology), Emotionally Disturbed, *Emotional Problems, *Females, *Mental Health, *Middle Aged, Role Perception, Self Concept, Self Esteem, *Sex Role, State of the Art Reviews
Identifiers-*Aging

Middle age is a phase of the life cycle marked by poorly defined boundaries and declining status. Studies reveal that depression is more likely to occur during middle age than during any other phase of the life cycle. In addition, research has verified that depression occurs more commonly in women than men. A sociological analysis of factors which differentially influence men and women in middle life is presented. Factors which may account for the higher incidence of depression among middle-aged women are identified and discussed. Some suggestions are advanced for the prevention and treatment of depression in women in middle life. (Author)

ED 158 250 CS 004 298

Reading Achievement: Characteristics Associated with Success and Failure: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through March 1978 (Vol. 38 Nos. 7 through 9). Part One.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-78
Note-12p.; For related document, see CS004299
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Annotated Bibliographies, Black Students, Disadvantaged Youth, *Doctoral Theses, Elementary Secondary Education, High Achievers, Higher Education, Information Processing, Information Sources, *Learning Disabilities, Low Achievers, Memory, Oral Reading, Performance Factors, Preschool Education, Psycholinguistics, *Reading Achievement, Reading Comprehension, Reading Difficulty, *Reading Research, *Reading Skills, Student Attitudes, *Success Factors

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 14 titles deal with the following topics: the cognitive and perceptual components of children's reading success; the relationship between learning style preference and reading utilization; oral reading strategies used by younger and older mature readers; variables that predict first grade reading skills; factors that affect fifth grade children's attitude toward reading; prose memory of high and low comprehending readers; the relationship between reading achievement and short term auditory memory in black children in compensatory education programs; the neuropsychological correlates of reading disability; word finding skills in learning disabled and normal children; the relationship between Piagetian classification ability and reading comprehension; problems associated with the subject of learning disability; differences in muscle tension between proficient and nonproficient readers; concept atttainment and reading achievement in normal, disadvantaged, and high risk first grade children; and the relationship of cognitive, environmental, and personal factors to the acquisition of reading skills in preschool children. (GW)

ED 158 338 CS 502 195

Doyle, Esther M., Ed. Floyd, Virginia Hastings, Ed.
Studies in Interpretation. Volume II.
Pub Date-77
Note-307p.
Available from-Speech Communication Association, 5205 Leesburg Pike, Falls Church, Virginia 22041 ($20.00 paper)
Document Not Available from EDRS.
Descriptors-Analytical Criticism, Audiences, *Drama, Fiction, *Interpretive Reading, Literary Genres, *Literature, Nonverbal Communication, *Oral Reading, Performance, Poetry, Readers Theater, Rhetoric, *Speech Communication, Theoretical Criticism
Identifiers-Literature Interpretation

The purpose of this second book of 21 self-contained essays is the same as that of the first volume published in 1972: to bring together the scholarly theory and current research regarding oral interpretation. One third of the essays are centered on literature itself: prose fiction, poetry, and the drama. These essays discuss topics such as point of view, narrative discourse, narrative strategy, poetics and performance, metrical analysis, and imagery and apply them to specific pieces of literature. The remaining 14 essays reflect the broad scope of oral interpretation and include the following: Socrates and the Rhapsode; the use of reading aloud to evaluate daily progress in silent reading; the co-creation of text; the interpreter's interior distance; interpretation as a revelatory act; rhetoric and the effect on the audience; the audience response to the interpreter; sincerity in the performing artist; personality and the performance; selectivity in interpretation; nonverbal communication and oral interpretation; evaluating performed literature; adapting the novel for readers chamber theater; and the use of a montage in readers theater. (MAI)

ED 158 424 EA 010 853

Bjornsson, Sigurjon And Others

Explorations in Social Inequality Stratification Dynamics in Social and Individual Development in Iceland. Studien und Berichte 38.

Max-Planck-Institut fuer Bildungsforschung, Berlin (West Germany).

Pub Date-77

Note-176p.; Footnotes may be marginally legible due to small print

Available from-Ernst-Klett-Verlag, Abt. Information u. Beratung, Expedition Postfach 1170, D-7054 Korb, West Germany (German DM 18,)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Academic Achievement, Elementary Secondary Education, Foreign Countries, *Human Development, Industrialization, *Social Development, *Social Stratification, Tables (Data)

Identifiers-*Iceland

Having passed through a period of rapid and intense modernization and industrialization in the last two generations, Icelanders still retain the myth of social equality that more properly accompanied the earlier agrarian society. This study looked for evidence of the emergence of stratified social classes and for effects of this class structure in Iceland. Researchers examined the impact of social class on child-rearing patterns, cognitive functioning, educational achievement, and mental health. Utilizing data from 1100 Reykjavik children aged 5-15, the study found a stratified class structure that can be seen in cognative, socioeducational, and socialization terms. Particularly, three underprivileged groups emerged: females, children of lower classes, and children of entrepreneurial classes. All showed lower scores on IQ, grade point average, and mental health measures. Rather than being the only casualties of industrialization, these underprivileged groups are merely the most conspicuous examples of the overall cognitive and affective deprivation that result from rapid industrialization and social change. Although not intended to produce policy recommendations, the study suggests the need for political action focusing on three areas: underprivileged groups, socialization processes, and the inability of the school to deal with socially generated cognitive handicaps. (Author/JM)

ED 158 505 EC 111 906

Pyfer, Jean L.

Assessment and Remediation of Sensory-Perceptual-Motor Dysfunction.

Pub Date-Jun 78

Note-10p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Clinical Diagnosis, Conceptual Schemes, Early Childhood Education, Elementary Education, Learning Disabilities, *Models, *Perceptually Handicapped, *Perceptual Motor Learning, *Remedial Programs

The paper reports on the evaluation techniques and remediation programing for children (3 to 12 years old) with sensory-perceptual-motor dysfunction. A model for ordering assessment information and selecting therapeutic remediaton activities is considered. A sample diagnostic sheet outline is included. (Author/SBH)

ED 157 991 CE 015 943

International Labour Standards. A Workers' Education Manual.

International Labour Office, Geneva (Switzerland).

Pub Date-78

Note-105p.

Available from-International Labour Office, Washington Branch, 1750 New York Avenue, N.W., Suite 330, Washington, D.C. 20006 ($4.95, quantity discount)

Document Not Available from EDRS.

Descriptors-Civil Liberties, Educational Programs, Foreign Policy, Global Approach, *Governance, *International Law, International Organizations, International Programs, Labor Conditions, *Labor Education, *Labor Problems, *Labor Standards, Labor Unions, *Policy Formation

Identifiers-*International Labour Organization

Concerned with the standard-setting work of the International Labor Organization (ILO), this manual is chiefly intended to provide guidance for worker's education instructors and trade union officials. It contains nine chapters: (1) the ILO origins and history are traced and the structure is explained; (2 & 3) procedures for the origination and adoption of international labor standards in the form of conventions and recommendations are described; (4) purposes and contents of international labor standards that have been adopted are delineated; (5 & 6) procedures, supervisory or promotional, developed to ensure effective and widespread application of those standards are analyzed; (7) special complaints procedures that exist to deal with alleged violations of ILO conventions are outlined; (8) the special procedures that exist as regards freedom of association and trade union rights are reviewed, and (9) the practical effect that conventions and recommendations have had over the years among the member states of the ILO is documented. A classified guide to international labor standards and a select bibliography are also included. (Other worker education manuals available through ILO are listed. One of them, Accident Prevention (ED 069 906) is available through ERIC.) (CSS)

Golub, Lester S.

Reading in the Middle School Using an IGE/Teacher Corps Instructional Model.

Pub Date-May 78
Note-14p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Educational Objectives, Elementary Education, *Middle Schools, Models, Program Development, *Reading Instruction, *Reading Programs, *Teacher Education
Identifiers-*Individually Guided Education, *Teacher Corps

Combining goals from Teacher Corps and Individually Guided Education Programs, this paper presents seven mutually exclusive goals for teachers of middle school reading programs. They are: teachers will learn to conduct a needs assessment; teachers will involve parents and the community; teachers will use multicultural considerations in the reading program; teachers will use individualized diagnostic/prescriptive instructional approaches; teachers will work collaboratively with school staff, parents, faculty, Teacher Corps interns, student teachers, and students; teachers, with student and parent involvement, will evaluate students' progress toward learning objectives; and each teacher's performance will be observed and critiqued for continuous improvement of the reading program. The statement of each goal is followed by suggestions for implementation. (TJ)

ED 158 316 CS 204 306

Small, Robert C., Jr.
The Compleat Literature Teacher: A Generous Fish.''
Pub Date-Mar 78
Note-14p.; Paper presented at the Annual Meeting of the Conference on English Education (16th, Minneapolis, Minnesota, March 16-18, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Educational Philosophy, *English Instruction, *Guidelines, Higher Education, *Literature Appreciation, Secondary School Teachers, *Teacher Characteristics, *Teacher Education, *Teacher Qualifications
Identifiers-*National Council of Teachers of English

A study of current curriculum guides indicates that the most important purposes generally agreed on for studying literature are related to enjoyment and insight for the student. Teacher preparation, on the other hand, has consisted mainly in producing English majors who emphasized historical periods, famous authors, and literary criticism. In 1968, the National Council of Teachers of English produced a statement of guidelines for teacher preparation in literature which emphasized knowledge and skills. In 1976, a new statement was prepared which emphasized the teacher as helper, guide, and facilitator. The new statement emphasizes English as something people do and use rather than something people know and study. The statement has much more emphasis than earlier ones on teacher qualities important to effective interaction. Since personal qualities are as important as scholarly ones, current teacher education strategies are not very effective. Part of the difficulty is that it is necessary to do more than identify teachers who have the preferred qualities; they must be produced. Unfortunately, it may not be possible to create a teacher model which depends on personal characteristics rather than on academic skills and such a model may be outdated by future changes of educational philosophy. (TJ)

ED 158 379 EA 010 778

Watchke, Gary A.

Educational Accountability: The Issue of Competency-Based Education. Informational Bulletin 77-IB-4.

Wisconsin State Legislative Reference Bureau, Madison.

Report No.-LRB-77-IB-4

Pub Date-Oct 77

Note-16p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Elementary Secondary Education, *Performance Based Education, State Legislation, *State Programs, Student Evaluation

Identifiers-Minimal Competency Testing, Wisconsin

After a brief discussion of the issues prompting concern with competency-based education (CBE) and an explanation of what it is and why it is so popular, this document goes on to discuss action Wisconsin and other states have taken to implement CBE. Very brief accounts are given of the minimal competency-type programs implemented in Sparta, Milwaukee, Stevens Point, and Green Bay. A table lists minimal competency testing activity in the states, and brief accounts are given of minimal competency testing laws and regulations in Arizona, California, Florida, and Nebraska, and in Denver (Colorado) and Greensville County (Virginia). (IRT)

ED 158 403 EA 010 830

Bourexis, Patricia S.

Policy Implementation Factors Related to School Compliance.

Pub Date-29 Mar 78

Note-62p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, March 27-31, 1978)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Adoption (Ideas), Elementary Secondary Education, *Exceptional Child Education, Questionnaires, *Special Education, State Legislation

Identifiers-Boston Public Schools MA, *Massachusetts Comprehensive Special Education Law

The Massachusetts Comprehensive Special Education Law (Chapter 766) was used as a model for P.L. 94-142, the federal law mandating education for all handicapped students. This draft reports preliminary findings of a study concerning compliance with and implementation efforts toward the Massachusetts law, with an eye toward implications for the federal act. The field study focused on nine Boston public schools chosen to reflect varying degrees of compliance with the law. Data were gathered through interviews with principals and Core Evaluation Team chairpersons, the prime school-level implementors of the law. The study suggests that school-level implementation factors related to compliance include (1) goal consensus and role clarity by school personnel; (2) sophistication of the school's organizational processes; (3) ability of the school to communicate with other organizations; (4) sufficiency of human, fiscal, physical, and material resources; (5) amount of control over the implementation process; (6) the level of commitment to compliance; (7) the number of children who are referred and the ability to handle them; and (8) the amount of time the school has had to comply with the measure. From the school's perspective, the main constraints to compliance include lack of personnel and materials from the Boston Public Schools and unmanageably high caseloads. (Author/JM)

ED 158 565 FL 009 586

Walker, John L.

The Student View: Attitudes toward Foreign Language Learning. An Integrative Approach to Foreign Language Teaching: Choosing among the Options. ACTFL Foreign Language Education Series, Vol. 8.

American Council on the Teaching of Foreign Languages, New York, N.Y.

Pub Date-76

Note-22p.

Available from-Not Available Separately; See FL 009 582

Document Not Available from EDRS.

Descriptors-Course Evaluation, Educational Innovation, Elementary Secondary Education, Higher Education, Language Attitudes, *Language Instruction, Language Programs, *Second Language Learning, *Student Attitudes, *Student Evaluation of Teacher Performance, Student Interests, *Student Needs, *Student Opinion, Student Role

Student self-determination and awareness has increased, and educators are more frequently listening to students and offering courses that students view as important to their specific plans and goals. Language study should be appealing enough so that the student will buy it and insist that it be made available, and language study must be something the student can market as skills. Student evaluation of courses and teachers can provide their feelings on foreign language study, observations about teachers, and reactions to materials and methods. Studies are cited concerning the validity and reliability of student ratings. A University of Texas survey of Spanish language students is one of the few published surveys concerning student opinion of what they would like to do in language study. Results of a survey of career perceptions of foreign language majors in four states and other career-oriented language programs are cited. Other studies indicate that students want more listening and speaking practice. Student needs and the suitability of self-paced instruction in the foreign language classroom are discussed, and innovative programs adopted by two Colorado University campuses are described. A program in Topeka allowing students to sample classes in five languages and public school programs using high school students as tutors for elementary school language programs are also cited. (SW)

ED 158 027 CE 017 437

Charney, Alan

Try D.E. and See (Students That Is). A Handbook for Training Station Sponsors. Educated Students Make Productive Adults.

Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date-77

Note-10p.

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($1.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Business Administration, *Distributive Education, High School Curriculum, Program Descriptions, School Industry Relationship, Secondary Education, Vocational Education, *Work Experience Programs, *Youth Clubs

This handbook was developed to provide information on distributive education (D.E.) to business managers who, as training sponsors, provide job experiences for D.E. high school students. The content, including several illustrations, focuses on what D.E. is and how it operates; what is needed from the training sponsor; what the training sponsor can expect from the student trainee; and what the Distributive Education Clubs of America (DECA) are. (EM)

ED 158 445 EC 111 275

The Arts and Handicapped People: Defining the National Direction.

Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Innovation and Development.; National Committee, Arts for the Handicapped, Washington, D.C.

Pub Date-Apr 77

Note-78p

Available from-National Committee, Arts for the Handicapped, 1701 K Street, N.W., Suite 801, Washington, D.C. 20006 ($4.50 each, $4.00 in quantities of 10 or more)

EDRS Price MF-$0.83 HC-$4.07 Plus Postage.

Descriptors-*Aesthetic Education, Architectural Barriers, Art Education, Attitudes, Conference Reports, Cultural Enrichment, Facilities, Fine Arts, Handicapped, *Handicapped Children, Leisure Time, Museums, *Research Needs, *Research Reviews (Publications), State of the Art Reviews, Visual Arts

Proceedings from an April, 1977 conference focus on the current status and future directions of arts programming for the handicapped. M. Appell provides an overview of the field; while W. Kalenius, Jr. reviews data from 138 current research studies which indicate that handicapped children were able to learn the art forms, enjoyed the activities, increased feelings of self worth and learned academic skills as a result of arts activities. S. Madeja discusses the role of aesthetic perception, the critical process, and knowledge about the arts in arts instruction for the handicapped. L. Molloy discusses architectural and program accessbility factors for public arts facilities. Methods of facilitating career development and leisure time enjoyment of the arts are discussed by J. Goldstein. Papers by J. Newberg and J. Kukuk deal with the artist's role in working with handicapped people and the major components of comprehensive arts education programs for the handicapped. G. Barlow cites the negative attitudes of society toward the handicapped in general, and suggests the need to identify attitudes specific to the handicapped in the arts. Further research needs are projected by J. Morrison. A conference summary outlines conclusions (regarding the Federal role, research, and arts in education, public facilities and attitudes), implications, and projections. (CL)

ED 158 475 EC 111 850

Minifie, Elsie L. McIntosh, Dean

A Procedure for Assessing and Remediating Possible Handicapping Conditions in Pre-School Children: A State Agency and University Cooperative Project.

Pub Date-Jun 78

Note-11p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Cooperative Programs, *Early Childhood Education, *Handicapped Children, *Identification, *Program Descriptions, *Remedial Programs, Screening Tests, *Student Evaluation

A cooperative project which provided training for graduate students and service to children was developed for screening, evaluating, remediation, or prevention of possible handicapping conditions for children aged 3 to 5 years. Children in 55 day-care centers were screened for vision, speech, and hearing problems. Developmental skills were evaluated and education prescriptions provided in four areas of development: gross motor, fine motor, concepts, and communication. From the screening results, approximately 10% of the children were referred for psychological assessment from which individual reports were prepared for each child. (Author/SBH)

ED 158 208 CG 012 803

O'Neil, James M. And Others
The Stimulus Value, Treatment Effects, and Sex Differences When Completing Two Interest Inventories at the University of Kansas.
Spons Agency-Kansas Univ., Lawrence. Counseling Center.
Pub Date- 77
Note-18p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Career Planning, College Students, Higher Education, *Interest Tests, Participant Satisfaction, Research Projects, Response Style (Tests), *Sex Discrimination, Student Personnel Workers, *Test Bias, Vocational Counseling, *Vocational Interests
Identifiers-*Self Directed Search, *Strong Campbell Interest Inventory

Men's and women's immediate reactions to completing the Self Directed Search (SDS) and the Strong Campbell Interest Inventory (SCII) were assessed, as well as the impact of this testing on their subsequent behaviors four weeks later. A random sample of college freshmen at the University of Kansas (N 96) completed either the SDS, SCII, or both instruments. The results indicate that: (1) the SDS has significantly more perceived stimulus value than the SCII, or the SCII and SDS combined, immediately after testing; (2) the SCII was perceived to have greater clarity of directions than the SDS; (3) there were no significant differences between groups on responses to testing or certainty about career planning; and (4) no sex differences between men and women on their immediate reactions to testing were found. A follow-up of the subjects four weeks later indicated that there were no significant sex or treatment differences between groups in satisfaction with career planning, clarity and certainty of ideas about career planning, or time spent thinking about the career planning process. Future research and implications of these results for counselors and career planning specialists are discussed. (Author)

ED 158 541   EC 111 942

Kaliski, Lotte

A Theatre Workshop for Children with Learning Disabilities.

Pub Date-Jun 78

Note-22p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Acting, *Drama Workshops, *Learning Disabilities, Program Descriptions, *Theater Arts

The paper describes a theater workshop for children with learning disabilities, and discusses its benefits, including improved oral and written language, self esteem, and self control. Comments of actors involved in the workshop are included. (CL)

ED 158 009 CE 017 300

Developing Competency-Based Activities and Evaluation Instruments for the Advertising Service Area of Distribution. Final Report. Leadership Development Series: Advertising Services.

Beattie (A.W.) Area Vocational Technical School, Pittsburgh, Pa.; Pittsburgh Univ., Pa. Div. of Teacher Development.

Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Pub Date-Jun 78

Note-28p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Curriculum Development, *Curriculum Evaluation, *Distributive Education, Evaluation Criteria, Instructional Materials, Job Skills, *Performance Based Education, Secondary Education, *Student Evaluation, Teacher Developed Materials, Teacher Workshops

Identifiers-*Advertising, National Distributive Education Clubs of America

To provide materials for a national exchange program and a Pennsylvania activities bank, a project was designed to produce materials for teacher-coordinators of high school distributive education. The project objectives were to (1) review and evaluate competencies necessary for advertising service careers, (2) develop activities and evaluative instruments for students, (3) evaluate activities and evaluative instruments, and (4) review the materials, if necessary, and prepare them for distribution to teacher-coordinators. Accomplishment of these objectives was evaluated positively. The project procedure involved the project coordinator, one editor, three consultants, and fourteen teacher-coordinators who participated in three writing workshops to develop competency-based materials for ten service areas: advertising, communications, display, human relations, mathematics, merchandising, product and service technology, operations, management, and selling. Competency areas were divided into two levels, Master Employee and Manager Owner. Participants produced forty-two activities and evaluative instruments. The activities designed for use in competitive events were written using a format based upon the National Distributive Education Clubs of America (DECA) criteria. (Appendixes contain a statement on competency ranking for advertising services, format for writing competency-based series events, written event check-off list, seven sample writing formats, and a validation form.) (CSS)

ED 158 045 CE 017 496

Bishop, Helen And Others

Kentucky Consumer & Homemaking Education. Appendix for Curriculum Guide.

Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.; Kentucky Univ., Lexington. Instructional Materials Lab.
Pub Date- 72
Note-96p.; For related documents see CE 017 459-460 and CE 017 497-506
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Check Lists, Child Development, *Classroom Materials, Clothing, *Consumer Economics, Curriculum Guides, Educational Games, Family (Sociological Unit), Family Management, Food, *Home Economics, *Homemaking Skills, Home Management, Housing, Individual Development, *Instructional Aids, Learning Activities, Nutrition, Secondary Education, Skits, Worksheets
Identifiers-Kentucky

As the appendix for a series of curriculum guides for consumer and homemaking education on the secondary level in Kentucky, this booklet contains instructional activities for classroom use in conjunction with the units in the comprehensive curriculum guides. Included are games, puzzles, skits, quizzes, survey forms, checklists, and review sheets in the areas of child development, clothing and textiles, food and nutrition, housing, management, and personal and family development. The largest section is devoted to food and nutrition on the comprehensive I and II levels (senior high school). Since the instructional activities for the semester courses in this series are provided in their own curriculum guides, they are not included here. (ELG)

National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module V. Respiratory System.

National Highway Traffic Safety Administration (DOT), Washington, D. C.
Report No.-DOT-HS-802-442
Pub Date-77
Note-143p.; For related documents see CE 017 514-529; The student text and workbook will be available separately
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 050-003-00284-4)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Anatomy, Behavioral Objectives, Clinical Experience, Course Content, Curriculum Guides, *Emergency Squad Personnel, Human Body, Job Skills, *Job Training, Learning Activities, Lesson Plans, Medical Treatment, Paramedical Occupations, Physiology
Identifiers-*Respiratory System

This instructor's lesson plan guide on the respiratory system is one of fifteen modules designed for use in the training of emergency medical technicians (paramedics). Five units of study are presented: (1) anatomy and physiology of the respiratory system; (2) pathophysiology assessment of the patient; (3) pathophysiology and management of respiratory problems; (4) techniques of management including administration of oxygen, suctioning, use of nebulizers, direct laryngoscopy, and endotracheal intubation; and (5) clinical experience in the intensive care unit, operating room, and morgue. Each unit contains these elements: behavioral objectives, teaching procedures, a content outline, demonstration outline, list of needed equipment and materials, and guidelines for activities to be performed by students applying the skills. Skill evaluation sheets are provided. (It is suggested that each module can be presented individually or combined with other modules to construct a course for a selected group of students. CE 017 514 is a course guide for use in program planning and administration of the modules.) (JH)

ED 158 122 CE 017 772

Driving Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.-Bull-1955-18
Pub Date-78
Note-20p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Attendants, *Bus Transportation, *Employment Opportunities, *Employment Projections, Employment Trends, Information Sources, Job Skills, Job Training, *Motor Vehicles, *Occupational Information, Occupational Mobility, Promotion (Occupational), Salaries, Service Vehicles, Transportation, Wages, Work Environment
Identifiers-*Driving Occupations

Focusing on driving occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include intercity busdrivers, local transit busdrivers, local truckdrivers, long-distance truckdrivers, parking attendants, route drivers, taxi-cab drivers, and occupations in the trucking industry. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 160 CG 012 632

Morris, Larry A., Ed.

Education for Parenthood: A Program, Curriculum, and Evaluation Guide.

Behavior Associates, Tucson, Ariz.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Report No.-DHEW-OHDS-77-30125

Pub Date-77

Grant-OCD-CD-497

Note-194p.; Parts may reproduce poorly due to colored print

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Action Programs (Community), *Child Rearing, Curriculum Guides, *Demonstration Programs, Field Experience Programs, *Parenthood Education, Parent Role, Program Development, Resource Materials, Secondary Education, *Teenagers, Voluntary Agencies

Identifiers-*Education for Parenthood Project

This guide offers school agencies and community-based organizations assistance in developing effective preparation for parenthood programs for teenagers. The contents of the guide represent the culmination of a nationwide program, Education for Parenthood (EFP), whose major purposes include: (1) providing teenagers with the opportunities to develop more positive attitudes about children and parenting; (2) improving teenagers' self-awareness and self-understanding; (3) increasing teenagers' knowledge and skills about the course of child development; and (4) familiarizing teenagers with child-care possibilities and requirements. The guide includes information about seven national voluntary organization demonstration programs in parenthood education; an overview of the evaluation of these programs; detailed information about materials and specific experiences available pertaining to parenting concepts; and guidelines on how to develop and implement an EFP program. The guide can be used as a training workbook. (Author)

Mabel, Sanford

Reducing Maladaptive Family Interaction by Involving Significant Others of Hospitalized Psychiatric Patients.

Pub Date- 72

Note-42p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Behavior Change, *Emotional Maladjustment, *Family Involvement, *Institutionalized Persons, Mental Health Programs, *Mental Illness, Program Descriptions, Psychiatric Hospitals, *Psychiatric Services

The program was set up to involve, on a continuing basis, the significant other of frequently-readmitted hospitalized psychiatric VA patients. The couples identified their characteristic strengths, and their maladaptive ways of functioning, and were expected to make use of alternative ways of behaving which were recommended by the staff. A day-long training workshop was held for group members and significant others which emphasized communication, decision making, feedback and individual styles of problem solving. Certain in-hospital events which called for group cohesion and/or specific behavior change were enacted. After release, 39 couples who completed the program remained in contact via telephone for six months. The results of a rating system used are strongly suggestive that the level of the patient's adjustment and the level of the family's adjustment, as perceived by the patient and the significant other for the first six months after he left the hospital, were significantly higher than the level of adjustment which existed before the veteran entered the hospital. Interesting discoveries were made regarding utilization of a problem and solution worksheet approach, the utilization of phone calls as a means of keeping in contact with patients for follow-up ratings, the use of a pragmatic behaviorally-oriented approach rather than an insight and/or dynamic type orientation, and the importance of requiring couples to report how they dealt with specific problems which occurred while the veteran was on pass from the hospital. (Author/LFB)

de Beaugrande, Robert
Linguistics and Creativity.
Pub Date-Apr 78
Note-12p.; Paper presented at the Interdisciplinary Conference on Linguistics (Louisville, Kentucky, April 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Communication (Thought Transfer), *Creative Ability, Creative Development, Creative Expression, Creative Thinking, *Creativity, Descriptive Linguistics, *Language Research, *Language Usage, Linguistic Competence, *Linguistics, *Linguistic Theory

Two main viewpoints have been consistently implied in linguistic research on creativity. The externalist sees creativity as outside the normal language, and the internalist views creativity as a basic process of language use. In this paper, creativity is regarded as the adaptation of the potential of systems to the demands of a particular act of communication. Any modification must be motivated; it is also restricted by the tolerance level of language users. Creativity is not a matter of texts or a special focus on the message, but is a shared activity of speaker and hearer. The modification that the speaker performs on systems or on system correlation, as well as his motivation, must be recovered by the hearer. The basic mechanisms of creativity are means of recombination; new elements added to the repertory must appear in motivating combinations within or among systems. This definition of creativity is more general and flexible than are the older theories. Creativity is the process whereby we become aware of the present and the possible conditions for the organization of cognition, and whereby we enable others to reenact that awareness. In whatever modifications are performed on prevailing systems, language users gain new insights into both the standards of those systems and their potential for change. (DF)

ED 158 359 EA 010 682

California School Lighting Design and Evaluation. A Procedure for the Prediction, Specification, and Evaluation of Visual Comfort and Visual Performance in Classrooms.

California State Dept. of Education, Sacramento.
Pub Date-78
Note-42p.
Available from-California State Department of Education, P.O. Box 271, Sacramento, California 95802 ($0.65)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Architects, *Educational Specifications, Elementary Secondary Education, Engineers, *Evaluation Methods, *Facility Guidelines, Glare, Illumination Levels, *Lighting Design, Luminescence, *Performance Criteria, Performance Specifications, School Planning, *Visual Environment
Identifiers-California

This guide is intended to help school administrators, members of school district governing boards, architects, and engineers objectively evaluate school lighting systems. The California school lighting design and evaluation procedure described provides a step-by-step design method that, when used properly, results in balanced lighting for school facilities. The procedure also provides for a separate assessment and rating for visual performance and visual comfort, making possible calculated options between these two basic lighting design factors. Basically, this document is a designing tool for engineers with specific responsibility for illumination. Metric equivalents in parentheses are included in parts of the text. The appendixes contain formulas for calculating the measures presented in the text, worksheets, a completed sample form, and a computer printout of a proposed lighting system. A glossary contains terms, abbreviations, and symbols used in the text. (Author/MLF)

ED 158 506 EC 111 907

Mitra, Sudhansu, B.

Habilitation Programming for Severely Retarded Adolescents and Adults: An Experiment in Normalization.

Pub Date-Jun 78

Note-12p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Adolescents, Adults, *Community Programs, *Custodial Mentally Handicapped, Demonstration Projects, *Foreign Countries, Mentally Handicapped, Models, *Normalization (Handicapped), *Trainable Mentally Handicapped

Identifiers-*Deinstitutionalization (Handicapped), *India

The paper presents an outline of an international research and demonstration project designed to evolve a paradigm for community services for severely retarded adolescents and adults in the State of West Bengal, India. It is explained that the program's special feature is to provide a community setting in all spheres of activities, so that the problem of institutionalization which is plaguing some of the advanced countries may not arise in India. (Author/SBH)

ED 158 585 FL 009 692

English Teachers' Journal (Israel), No. 18.

Ministry of Education and Culture, Jerusalem (Israel). English Inspectorate.

Pub Date-Nov 77
Note-59p.
Available from-English Inspectorate, Ministry of Education and Culture, P.O.B. 292, Jerusalem, Israel ($1.00).
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Audiovisual Aids, Bilingual Education, Curriculum Planning, Drama, Elementary Secondary Education, *English, *English (Second Language), *Hebrew, *Language Instruction, Language Teachers, Learning Difficulties, Literary Analysis, Reading Instruction, *Second Language Learning, Summer Schools, Teacher Certification, Teaching Methods, Textbooks
Identifiers-*Israel

This journal contains articles of interest to teachers of English as a second language, particularly those in Hebrew-English situations. This issue contains the following articles: (1) Information for English Teachers,'' which includes information on curriculum, materials, courses, teacher certification, and examinations; (2) Narrative Attitude and Linguistic Choice,'' by E.A. Levenston; (3) Teaching English to Less-Able Learners,'' by R. Gefen; (4) Summer Schools for Disadvantaged Learners,'' by N. Alpert and others; (5) Creative Drama in the 7th Grade,'' by A. Sotto; (6) Audio-Visual Aids in the Teaching of English,'' by W. Rosenblum; (7) Teaching Beginning Reading II,'' an interview with V.F. Allen; (8) Everyman's English,'' by Y. Bejerano; (9) Book Review: 'Facilitating Language Learning' by Dubin and Olshtain,'' by E. Neumark; and (10) UTELI Conference, Summer 1977,'' by S. Berkowitz. A synopsis in Hebrew of the contents of the issue is provided. (AM)

ED 158 083 CE 017 561

Smith, Dwight And Others

Multiple Learning Strategies Project. Building Maintenance & Engineering. Regular Vocational. Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-6 Dec 76
Grant-G007603808
Note-384p.; For related documents see CE 017 554-583
EDRS Price MF-$0.83 HC-$20.75 Plus Postage.
Descriptors-Buildings, Cleaning, *Learning Activities, Learning Modules, *Maintenance, *Vocational Education, Young Adults

This instructional package is one of two designed for regular vocational students in the vocational area of building maintenance and engineering. The fifty-six learning modules are organized into five units: floor care; general maintenance tasks; restrooms; chalkboards; and carpet care. Each module includes these elements: a performance objective page telling what will be learned, what materials will be needed, and how the student will be evaluated; information pages (not always included) which explain why the student is performing the activity and provide information needed; and job steps pages which detail steps necessary to do the tasks. Illustrations are included. (This document and CE 017 562 are one of four sets of learning modules on maintenance and engineering. The other three sets are written in formats designed for low reader, educable mentally impaired, and visually impaired students. The modules are part of a total set of over 1,300 written for different student populations. Graphics, dietetic assistant, small engine repair, and medical assistant are the other vocational areas covered.) (JH)

ED 158 104 CE 017 582

White, Debi And Others

Multiple Learning Strategies Project. Small Engine Repair Service. Low Reader-Educable Mentally Impaired. Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Jan 78
Grant-G007603808
Note-481p.; For related documents see CE 017 554-583
EDRS Price MF-$1.00 HC-$26.11 Plus Postage.
Descriptors-*Auto Mechanics, *Educable Mentally Handicapped, Engines, *Learning Activities, Learning Modules, Reading Level, Repair, *Retarded Readers, Special Education, *Trade and Industrial Education, *Vocational Education, Young Adults

This instructional package, one of two designed for low reader-educable mentally impaired students, focuses on the vocational area of small engine repair service. (Low readers are identified as those at a reading level of grades 3-6.) Contained in this document are fifty learning modules organized into twelve units: sharpening and grinding mowers; test equipment; motorcycles; engine removal and replacement; machining; tune-ups; short blocks; storage; filling out forms; ring and piston service; valve service; and overhaul. Each module includes these elements: a performance objective page that describes what the student will learn, materials needed, and how performance will be evaluated; information pages including special material not incorporated into the job steps; and job step pages which detail the steps necessary to do the task. (This document and CE 017 581 are one of three sets of learning modules on small engine repair written in formats designed for low reader-educable mentally impaired, visually impaired, and regular vocational students. These modules are part of a total set which includes over 1,300 modules written in a variety of formats on building maintenance, dietetic assistant, small engine repair, medical assistant, and graphics.) (JH)

ED 158 140 CE 017 790

Agriculture and Logging and Lumber Mill Products Industries. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.-Bull-1955-36

Pub Date-78

Note-25p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Agribusiness, *Agricultural Occupations, Agricultural Personnel, Agricultural Production, Agricultural Research Projects, Conservation (Environment), Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Extension Agents, Farm Occupations, Forestry Aides, *Forestry Occupations, Information Sources, Job Skills, Job Training, *Lumber Industry, *Occupational Information, Occupational Mobility, Off Farm Agricultural Occupations, Promotion (Occupational), Salaries, Wages, Work Environment

Focusing on occupations in agriculture and logging and lumber mill products industries, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include conservation occupations (foresters, forestry technicians, range managers, soil conservationists), agriculture occupations (farm production, agricultural service, agribusiness, and agricultural research), cooperative extension service workers, and occupations in logging and lumber mills. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 295 CS 204 279

Harrington, David V. And Others

Resources for Teaching Rhetorical Invention.

Pub Date- 78

Note-31p.; Study prepared at Wichita State University

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Book Reviews, *Composition (Literary), English Instruction, Higher Education, *Literary Conventions, Literary Styles, Neoclassicism, *Rhetoric, Speech Communication, Tagmemic Analysis, *Textbook Content, *Writing

Identifiers-*Prewriting, *Rhetorical Invention

This paper is designed to complement Richard Young's (1976) survey, which identified the four main theories of rhetorical invention (neo-classical invention, prewriting, tagmemic invention, and the dramatist invention), by reviewing textbooks under the headings of the four rhetorical inventions. A fifth category, resources in speech communication, is included because it represents a field which is helpful for the teaching of writing, and the teaching of invention in particular. This category is divided into five subclassifications: public speaking, argumentative and debate, persuasion, rhetorical theory and criticism, and communication journals. (TJ)

ED 158 339 CS 502 196

Kirby, Michael, Ed.

Thematic Issue: Playwrights and Playwriting.

Pub Date-Dec 77
Note-116p.
Journal Cit-The Drama Review; v21 n4 Entire Issue Dec 1977
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Authors, Composition (Literary), *Creative Expression, *Creative Writing, *Drama, Dramatics, *Playwriting, *Scripts, Symbols (Literary), Theater Arts, Theoretical Criticism, Thought Processes, Writing Skills

Seven of the articles in this journal contain first-person descriptions of the procedures and methods used by outstanding American playwrights in creating their individual plays. The playwrights explain their own writing habits, working conditions, and revision processes in an effort to clarify the elements that contribute to the unusual characteristics of their scripts. The title of each article is indicative of the style of the playwright involved: How I Write My (Self: Plays)'' by Richard Foreman, I write these messages that come'' by Maria Irene Fornes, Visualization, Language and the Inner Library'' by Sam Shepard, Two Pages a Day'' by Megan Terry, A Reinvention of Form'' by Jean-Claude van Itallie, and ...I thought I was hallucinating'' by Robert Wilson. The historical section of the journal contains an article on Sologub, a dramatist of the first generation of Russian symbolists, followed by Sologub's chief theoretical work, The Theatre of One Will,'' that provides keys to the writer's mystical view of the universe. Also included are an account of an innovative version of Hamlet'' presented in Russia in 1932, an index to volume 21 of the Drama Review,'' and several reviews of new books on the theater arts. (MAI)

ED 158 380 EA 010 789

Pacific Regional Solar Heating Handbook. Second Edition.
Writers' Development Trust, Toronto (Ontario).
Spons Agency-Energy Research and Development Administration, Washington, D.C. Div. of Solar Energy.
Pub Date-76
Note-114p.; For related documents, see EA 010 790-796; Not available in paper copy due to marginal legibility of original document
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 060-000-00024-7; $3.25)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Climatic Factors, Computer Science, Cost Effectiveness, *Design Needs, Energy Conservation, Equipment Maintenance, Graphs, *Heating, Heat Recovery, *Performance Criteria, *Performance Specifications, Simulation, *Solar Radiation, Systems Analysis, Tables (Data), *Thermal Environment
Identifiers-Pacific Region

This handbook is intended as a guide for engineers, architects, and individuals familiar with heating and ventilating applications who wish to design a solar heating system for a residential or small commercial building in the Pacific Coast Region. The climate of the region is discussed by selected cities in terms of the effect of climate on solar heating requirements. The four states covered are California, Oregon, Washington, and Arizona. Presented in detail are the design parameters and performance characteristics of liquid space heating systems of the active type using flat plate collectors, water heat storage, and forced air distribution; active air space heating systems using flat plate collectors, rock-bed storage, and forced air distribution; and domestic hot water heaters of the active type using liquid-cooled flat plate collectors. The analyses are based on hour-by-hour computer simulations using actual weather data from six selected cities. The collector area required for the three types of active systems has been determined as well as the effect of changes in all the design parameters. A simple, empirical, monthly solar-load ratio method for determining collector area is described and results are presented for 13 additional locations within the region. Swimming pool heaters are described briefly, and passive space heating systems are discussed qualitatively in terms of a number of successful designs. (Author)

Abeson, Alan Weintraub, Fred
Futures Round Table.
Council for Exceptional Children, Reston, Va.
Pub Date-Jun 78
Note-17p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Delivery Systems, *Foreign Countries, *Handicapped Children, *International Educational Exchange, Research Needs, Research Utilization, *Special Education, Teacher Education

The paper presents summaries of round table discussions in which 24 special educators from 21 nations considered the following four topics: the delivery of special education to exceptional youth; the selection, preparation, and improvement of personnel involved in educating exceptional youth; the improvement and facilitation of research activities and the application of research findings; and the improvement of international communication regarding all aspects of special education. Listed are basic principles regarding international information and assistance systems and future cooperative international activities. (CL)

ED 158 028 CE 017 451

Lark, Floyd J. Henderson, Billie

Agricultural Occupations Handbook.

Oklahoma State Univ., Stillwater. Dept. of Agricultural Education.

Spons Agency-Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date- 75

Note-153p.; For a related document see CE 017 473

Available from-State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1515 West Sixth Street, Stillwater, Oklahoma 74074 ($8.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Agricultural Education, *Agricultural Machinery Occupations, *Agricultural Occupations, *Agricultural Production, *Agricultural Supply Occupations, *Forestry Occupations, Information Sources, Instructional Programs, Occupational Information, *Ornamental Horticulture Occupations

Identifiers-Dictionary of Occupational Titles, Vocational Education and Occupations

This agricultural occupations handbook was developed from the Dictionary of Occupational Titles (DOT) and the U.S. Departments of Health, Education, and Welfare, and Labor publication, Vocational Education and Occupations. It includes the U.S. Office of Education coding for the instructional area of agriculture and the cluster coding for the clusters of occupations within agriculture. It also includes the DOT number for each agricultural occupation in each cluster and a description of that occupation. Instructional areas include agricultural production, agricultural supplies/services, agricultural mechanics, agricultural products (processing, inspection and marketing), ornamental horticulture (production, processing, marketing, and services), agricultural resources (conservation, utilization, and services), forestry (production, processing, management, marketing, and services), and agriculture, other (i.e., agricultural areas not listed or classifiable in one of the preceding areas). (A related document is Agricultural Careers: A Curriculum Guide, CE 017 473.) (JH)

ED 158 230 CS 004 269

Driskell, Jeanette

Laughin' and Talkin' and Carryin' on: The (Highly) Verbal Remedial Reading Lab.

Pub Date-Mar 78

Note-11p.; Paper presented at the Annual Meeting of the Western College Reading Association (11th, Long Beach, California, March 16-19, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Critical Reading, Higher Education, *Learning Activities, *Learning Laboratories, Oral Reading, Pronunciation, Punctuation, *Reading Skills, *Remedial Reading Programs, Sentence Structure, *Small Group Instruction, Teaching Techniques, *Verbal Communication, Vocabulary Development

To help students learn important reading skills and habits and become independent learners, remedial reading laboratories should begin at the level of the student's competence, provide ample practice in reading and language skills, and provide immediate feedback and evaluation. The University of Idaho Learning Resource Center supplements the remedial reading/writing course with laboratories that provide small groups of students with verbal practice in areas related to reading. The laboratories involve students in a variety of activities, including reading aloud lists of words and sentences that call attention to stress, pitch, and juncture; learning about the function of sentence parts through arranging nonsense words with clear function indicators, or long strings of English words, into sentences; role-playing brief dialogues; reading passages that demonstrate the importance of accurate punctuation; rephrasing active sentence constructions into passive constructions; learning about language history; working on vocabulary development; and learning methods of critical reading and television viewing. The success of the laboratories demonstrates that remedial reading supplements can be both enjoyable and significant. (GW)

ED 158 251 CS 004 299

Reading Achievement: Characteristics Associated with Success and Failure: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International," January through March 1978 (Vol. 38 Nos. 7 through 9). Part Two.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-78
Note-12p.; For related document, see CS004298
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Adults, Annotated Bibliographies, Behavior Patterns, College Freshmen, Disadvantaged Youth, *Doctoral Theses, Elementary Secondary Education, Higher Education, Information Processing, Language Skills, *Learning Disabilities, Listening Comprehension, Memory, Oral Reading, Performance Factors, *Reading Achievement, Reading Comprehension, *Reading Difficulty, *Reading Research, *Reading Skills, Self Concept, Silent Reading, Student Attitudes, Visual Perception

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 13 titles deal with the following topics: the role of visual pattern perception in the development of children's reading skills; a comparison of students' silent reading, oral reading, and listening comprehension; semantic integration in normal and learning disabled children; grapho-semantic arraying by college freshmen in relation to selected measures of reading comprehension; reading strategies employed by non-proficient adult college students; the use of earliest childhood recollections in attempting to understand classroom behavior of students with reading problems; the correlation between reading ability and self-concept of community college freshmen; a comparison of the way normal and learning disabled students acquire information from orally presented stories; relationships between oral language factors and reading proficiency; learning disabilities as evidenced in low reading ability; the relationship between attitudes toward reading and toward self; reading achievement and attitudinal factors of disadvantaged students; and the relationship of figural analysis ability to reading improvement. (GW)

ED 158 425 EA 010 855

Odden, Allan

School Finance Reform in the States: 1978. Report No. F78-1.

Education Commission of the States, Denver, Colo. Dept. of Research and Information Services.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; Spencer Foundation, Chicago, Ill.

Pub Date-Jun 78

Contract-400-76-0039

Note-73p.; Not available in paper copy due to small print size of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Court Litigation, *Educational Finance, Elementary Secondary Education, Equalization Aid, *Finance Reform, State Aid, *State Legislation

An overview of 1977 state reforms is presented here as well as current trends in litigation strategies, status of policy research on emerging issues, and prospects for 1978. The first section describes important finance reforms and modifications as well as recent court decisions in school finance and the changes that are emerging in school finance litigation strategies. The key feature of 1977 school finance reforms is a revised general aid equalization formula that distributes more state aid to school districts low in property wealth. Other reforms concern special education, compensatory education, bilingual-bicultural education, aid to central cities, aid to poor rural areas, income factors in state aid formulas, cost-of-education adjustments, and tax and expenditure controls. Section 2 of the booklet provides an overview of public policy issues related to school finance reform and discusses the results of research conducted on those issues. These issues include school finance equalization, the politics of education, changing societal demographics, collective bargaining, taxpayer revolt, and federal role in school finance. (Author/JM)

ED 158 476 EC 111 851

Pyfer, Jean L. Alley, Gordon

Sensory-Perceptual-Motor Dysfunction of Learning Disabled Children.

Pub Date-Jun 78
Note-9p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Clinical Diagnosis, Early Childhood Education, Elementary Education, Exceptional Child Research, *Identification, *Learning Disabilities, *Perceptual Motor Coordination

The paper reports findings from evaluations of 262 children (3 to 15 years old) with suspected perceptual motor dysfunction. In the first section, a clinical perspective of the history and perceptual-motor functioning of the learning disabled Ss is presented. Section II concentrates on discriminate function of a screening procedure to differentiate between perceptual-motor dysfunction and retardation in learning disabled children. A final section provides a brief overview of educational and therapeutic implications for using screening and intensive clinical evaluation procedures with learning disabled children. (Author/SBH)

ED 157 992 CE 016 241

Reid, Charles L., III

Vocational Education's Role in Impacting on Adult Unemployment and Job Mobility.

Pub Date-3 May 78
Note-11p.; Paper presented at the National Conference on Job Creation and Development (Crystal City, Virginia, May 3, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Adults, Delivery Systems, *Educational Needs, Employment Problems, Employment Projections, Government School Relationship, Individual Characteristics, Job Training, *Occupational Mobility, *Program Improvement, Publicize, School Community Relationship, *Unemployment, Vocational Counseling, *Vocational Education

In order to impact on unemployment of adults and to increase job mobility, the following needs must be met: an increased number of adequate delivery systems; improved teacher education and guidance and counseling programs; early exposure to career development with equal, if not greater, emphasis placed on vocational education; identification of client needs, specifically the needs of the currently unemployed and members of special needs groups; and high visibility from a publicity and media standpoint. Close relationships must be established among the education community, legislative community, and employment community so that (1) forecasting systems for future job needs can be developed; (2) the needs of the unemployed, employees, and employers can be identified; and (3) both long-range and short-term programs can be developed to meet these needs. (BM)

Verner, Zenobia

Encouraging Graduate Students to Write for Publication: How Do Colleges of Education Help Them? What Suggestions have Editors of State and National Reading and English Language Arts Journals?

Pub Date-Mar 78
Note-10p.; Paper presented at the Annual Meeting of the Conference on English Education (16th, Minneapolis, Minnesota, March 16-18, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Composition (Literary), Graduate Students, *Guidelines, Higher Education, National Surveys, *Publications, Questionnaires, *Scholarly Journals, *Writing, *Writing Skills
Identifiers-*Journal Articles

This paper describes information provided to graduate students who wish to write for professional journals. The information is based on responses to questionnaires, mailed to deans of colleges of education in universities in each of the 50 states, which asked how colleges of education help graduate students wishing to write for professional literature. In addition, questionnaires were mailed to editors of state and national journals in English and reading seeking suggestions for students who wish to write in such journals. Thirteen questions from the questionnaire are ranked according to the emphasis of the respondents. Additional suggestions received are included. Separate lists of suggestions for students wishing to write for English journals or for reading journals are provided as summary material. (TJ)

ED 158 404 EA 010 831

Virochsiri, Xantharid

Design Guide for Secondary Schools in Asia. Educational Building Report 5.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Pub Date-77

Note-72p.

Available from-Unipub, Inc., P.O. Box 433, Murray Hill Station, New York, New York 10016 ($7.50)

Document Not Available from EDRS.

Descriptors-*Climatic Factors, *Educational Facilities, *Facility Guidelines, *Facility Requirements, Foreign Countries, Human Engineering, *Ideography, School Planning, Secondary Education

Identifiers-*Asia

The official working languages of Unesco in the Asian region are English and French. Many of those concerned with the design and construction of schools for the children of the region do not speak either language and often read them only with difficulty. The design and construction ideas presented in this report are conveyed ideographically. The ideas are presented in simple English phrases accompanied by drawings. The report deals with education, education structure, curriculum and educational system diagnosis, educational plans, and the facility planning process for secondary schools. Guidelines for design are given in relation to ergonomics and to environment, especially disaster caused by earthquakes, wind, and water. Design requirements for teaching spaces are given by subject area and include service areas. A synthesis of ideas presented concludes the report. (Author/MLF)

Taylor, Patricia S.

Malnutrition: The Wasting of Human Potential.

Pub Date-Jun 78
Note-12p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Cognitive Development, Developing Nations, Environmental Influences, *Etiology, *Handicapped Children, *Nutrition, Research Reviews (Publications), *Special Health Problems

The paper discusses the prevalence of malnutrition in developing countries and the United States, particularly as it relates to debilitating physical and psychological disorders. Educational, social, and political factors which influence the cycle of malnutrition are described. Research on the relationship between malnutrition and intellectual development is reviewed. Special educators are urged to become more knowledgeable about the effects of malnutrition so that they may be better equipped to influence the development of enlightened food and nutrition policies. (Author/SBH)

ED 158 566 FL 009 587

Brannon, R. Marshall Cox, David E.

Coping with the Real Poblems in the Secondary Schools. An Integrative Approach to Foreign Language Teaching: Choosing among the Options. ACTFL Foreign Language Education Series, Vol. 8.

American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date-76
Note-49p.
Available from-Not Available Separately; See FL 009 582
Document Not Available from EDRS.

Descriptors-Culturally Disadvantaged, *Curriculum Problems, *Educational Problems, *Educational Strategies, Handicapped Students, Instructional Improvement, Language Enrollment, *Language Instruction, Language Programs, Language Teachers, Program Coordination, Secondary Education, *Second Language Learning, Student Needs, Teacher Administrator Relationship, Teacher Improvement, *Teaching Methods
Identifiers-Exploratory Language Courses

A number of problems confronting the foreign language teacher in the secondary school classroom are discussed, and strategies (not necessarily solutions) are offered for coping with them. Problems were selected on the basis of the authors' experiences as state supervisors and as a result of letters of inquiry to classroom teachers and local and state foreign language supervisors. Strategies are based on field observations, feedback from teachers and supervisors, and a review of the literature. The following problems are discussed: maintaining enrollments in advanced classes; teaching combined classes; selecting a junior high/middle school exploratory offering; coordinating the foreign language sequence; lack of support for the foreign language program; teaching the handicapped student; teaching the culturally disadvantaged student; accommodating the needs of the occasional student of limited English-speaking ability; and lack of opportunities for professional growth. (SW)

ED 158 046 CE 017 497

Wilson, Judith And Others

Kentucky Consumer & Homemaking Education. Personal and Family Development. Curriculum Guide, Semester Course.

Eastern Kentucky Univ., Richmond. Dept. of Home Economics.; Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.
Pub Date- 72
Note-87p.; Not available in hard copy due to reproducibility problems. For related documents see CE 017 459-460 and CE 017 496-506
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Adults, Community Relations, Community Role, Curriculum Guides, *Family (Sociological Unit), Family Involvement, *Family Life, Family Life Education, Family Problems, *Family Relationship, *Family Role, *Individual Development, Instructional Materials, *Marriage, Performance Based Education, Senior High Schools, *Socialization, Social Maturity
Identifiers-Kentucky

Intended for use by teachers at the high school level, this curriculum guide, which is one in a series of guides for consumer and homemaking education in Kentucky, outlines a semester special interest course in the area of personal and family development. As the concluding course of a curriculum on this subject which commences on the junior high level in a separate guide (CE 017 459), it covers in depth the family, its structure, and its relationship with society. The concepts included are as follow: (1) adult roles in family and society; (2) adult relationships in the family and community, focusing on marriage and family crises situations such as death and divorce; (3) the family as a basic social unit; (4) the relationship of the family life cycle to the individual and society, and the developmental tasks of each phase of the cycle; and (5) the dual role of homemaker-wage earner. Behavioral objectives are stated in terms of student competencies, and the specific teaching strategies are accompanied by references to outside resources and supporting generalizations. A list of resources is gathered together at the end, including books, periodicals, pamphlets, and filmstrips. (ELG)

ED 158 064 CE 017 520

National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module VI. Cardiovascular System.

National Highway Traffic Safety Administration (DOT), Washington, D. C.

Report No.-DOT-HS-802-443
Pub Date-77
Note-167p.; For related documents see CE 017 514-529; The student text and workbook will be available separately
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 050-003-00285-2)
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-Anatomy, Behavioral Objectives, *Cardiovascular System, Clinical Diagnosis, Clinical Experience, Course Content, *Emergency Squad Personnel, Job Skills, *Job Training, Lesson Plans, Medical Treatment, Paramedical Occupations, Physiology

This instructor's lesson plan guide on the cardiovascular system is one of fifteen modules designed for use in the training of emergency medical technicians (paramedics). Seven units of study are presented: (1) the anatomy and physiology of the cardiovascular system; (2) patient assessment for the cardiac patient; (3) pathophysiology; (4) reading and understanding a normal electrocardiogram; (5) arrhythmia recognition; (6) treatment of the arrhythmia, specifically with cardiac drugs, and such skills as cardiopulmonary resuscitation, defibrillation and cardioversion, and rotating tourniquets; and (7) clinical experience in the emergency department and the intensive care unit/coronary care unit. Each unit contains these elements: behavioral objectives, teaching procedures, a content outline, demonstration outline, list of needed equipment and materials, and guidelines for activities to be performed by students applying the skills. Skill evaluation sheets are provided. It is suggested that each module can be presented individually or combined with other modules to construct a course for a selected group of students. (CE 017 514 is a course guide for use in planning and implementing the total training program.) (JH)

ED 158 084 CE 017 562

Smith, Dwight And Others

Multiple Learning Strategies Project. Building Maintenance & Engineering. Regular Vocational. Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-19 Dec 76
Grant-G007603808
Note-336p.; For related documents see CE 017 554-583
EDRS Price MF-$0.83 HC-$18.07 Plus Postage.

Descriptors-Buildings, Cleaning, *Learning Activities, Learning Modules, *Maintenance, *Vocational Education

This instructional package is one of two designed for regular vocational students in the vocational area of building maintenance and engineering. The fifty-three learning modules are organized into ten units: office cleaning; grounds; sanitation; boiler maintenance and operation; power and hand tools; cabinet construction; repair of damaged furniture; windows; door maintenance; and increased production speed. Each module includes these elements: a performance objective page telling what will be learned, what materials will be needed, and how the student will be evaluated; a section presenting information needed to perform the activity; and job step pages which detail steps (visuals included) necessary to do the tasks. (This document and CE 017 561 are one of four sets of learning modules on building maintenance and engineering. The other three sets are written in formats designed for low reader, educable mentally impaired, and visually impaired students. The modules are part of a total set of over 1,300 written for different student populations. Graphics, dietetic assistant, small engine repair, and medical assistant are the other vocational areas covered.) (JH)

ED 158 161 CG 012 636

Mussano, Frank Miller, Kenneth

The Effects of Student Supervision Upon the Social Climate of a Male Dormitory.

Pub Date-16 Feb 78
Note-38p.; Appendix A & B are copyrighted instruments and are not included with this document ; Ed.D. practicum, Nova University
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*College Housing, *College Students, *Dormitories, Group Experience, Higher Education, Research Projects, *Resident Assistants, Residential Colleges, *Resident Students, Social Adjustment, Social Experience, Student Attitudes, Student College Relationship, *Supervision
Identifiers-*University Residence Environment Scales

This study examined the effects of student supervision upon the social environment of York College male dormitory residents. All 132 male students living in a student run dormitory, and all 170 residents of a non-student adult supervised hall received the University Residence Environment Scale. Statistical analysis revealed that the respondents from the student operated dormitory scored significantly higher than the adult supervised residents on the following subscales: Emotional Support; Intellectuality; Order and Organization; and Student Influence. The student supervised group received significantly lower scores on two subscales: Traditional Social Orientation; and Competition. The findings indicated that a student operated dormitory can produce a comparable, and in many ways more effective social environment as compared to an adult supervised hall. It was recommended that York College continue to employ students as resident hall directors. The Office of Residence Life was urged to consider strengthening dormitory programming by providing additional scholarly, cultural and artistic presentations, providing reinforcement for achievement, and increasing coeducational interaction. Finally, it was also recommended that an extensive study of all on and off campus student living conditions be conducted to evaluate strengths and weaknesses of the entire residence life system. (Author)

ED 158 185 CG 012 762

Dobrof, Rose Litwak, Eugene

Maintenance of Family Ties of Long-Term Care Patients: Theory and Guide to Practice.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-77
Contract-278-75-0048
Note-126p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402 (Stock number 017-024-00537-8)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors-Companions (Occupation), *Family Involvement, Family Relationship, *Family Role, Geriatrics, Institutional Environment, Institutional Personnel, *Institutional Role, Models, *Nursing Homes, *Older Adults, *Residential Care

This manual is based upon a study of 247 old people and their families and five long-term care facilities in New York City. The data indicate that what families do for their aged kin in institutions makes a difference to the older person, and that the ability of families to maintain contact with their institutionalized relative depends, in part, on the extent to which the institution encourages the presence and activities of families. The first part of this manual discusses how staff can work with aged residents, their families, and the family-less aged in long-term care facilities. There is a bibliography for this section and appendices with suggestions for application forms, interdepartmental memoranda, and a handbook for applicants and their families. The second part of the manual provides a theoretical formulation which can be used as the basis for the design and evaluation of long-term care facility policies and programs. This section includes an analysis of: (1) differences in structure and function between the long-term care facility and the family; (2) attributes of the institution and the family which create tension between them; (3) linkage mechanisms which institutions and families use which enable them to work together. (Author/RF)

ED 158 209 CG 012 804

Cerio, James E.
Hatching the EGG: A Model for Educational Growth Groups.
Pub Date-22 Mar 78
Note-15p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Washington, D.C., March 19-23, 1978) ; Page 14 of marginal print quality
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Classroom Guidance Programs, *Communication Skills, Group Activities, Group Dynamics, *Group Guidance, *Humanistic Education, *Interpersonal Competence, Models, Program Descriptions, *Values
Identifiers-*Educational Growth Groups

Educational Growth Groups are highly structured groups which place heavy emphasis on personal responsibility, interpersonal communication skills, and empathic understanding. Facilitators reach students by using a variety of media forms to discuss topics not commonly covered in the classroom. The EGG has the potential of offering preventive counseling to large numbers of people. In each group, previously held values and beliefs are challenged, new information is presented, and participants plan ways of using their fresh awareness and knowledge. EGG's fill the gap between what is learned in the classroom and on the streets. For counselors, EGG's help them expand their impact in a university/school by working with students who probably would not come for personal counseling. In this presentation, a brief review of the literature provides the background for the development of Educational Growth Groups, and the simple, step-by-step model for preparing, promoting, and conducting Educational Growth Groups is presented. (Author)

ED 158 273 CS 204 181

de Beaugrande, Robert

Audience and Focus in Technical Writing.

Pub Date- 78
Note-16p.; Report prepared at Ohio State University
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Audiences, Communication (Thought Transfer), *Composition Skills (Literary), Expository Writing, *Language Usage, *Technical Reports, *Technical Writing, Writing Skills

A training program for technical writers, in which a specialized information focus is used to ask questions about a text in the process of writing and revising, is the subject of this paper. The unique aspects of technical writing are defined according to the process whereby readers extract information from text. Reader expectations are classified by levels of generality (real world knowledge, grammar, vocabulary, and immediate context) and by the type of intended audience. Actual samples of technical writing are analyzed to show how language options can be skillfully selected for the effective presentation of new, unpredictable information. (Author/JF)

ED 158 298 CS 204 280

Kinney, James

I Am Not a Crook''; or, What Would You Do If You Didn't Have English Teachers to Kick Around Any More?

Pub Date-Mar 78

Note-14p.; Paper presented at the Annual Meeting of the Pacific Coast Regional Conference on English in the Two-Year College (Anaheim, California, March 2-4, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Community Colleges, *Educational Accountability, Educational Objectives, Educational Philosophy, *English Instruction, Goal Orientation, Individualized Instruction, Integration Effects, Job Training, Junior Colleges, *Language Skills, Nonstandard Dialects, Responsibility, Standard Spoken Usage, *Teacher Role, Teaching Models

The dilemma of accountability and ``back to basics'' that has brought harsh criticism on the two-year college teacher stems from conflict between two different philosophies of education. A conservative view, based on behavioral psychology, stresses the vocational aspects of education where people are trained in skills so that they can be self-supporting members of society. The liberal view, originating in humanistic educational psychology, presents the teacher's role as developmental, in that the teacher is responsible for the cognitive, personal, and social growth of each individual. In addition, the teacher's dilemma becomes more complex because of the basic changes that have occurred in the social role of education; through integration, students of various dialects have been added to the traditional white upper middle class group who attended college in the past. If English teachers wish to stop the criticism that exists today, they must adopt the methodology employed by the community college, rather than set goals according to the egalitarian guidelines stated in the college catalog. This methodology is based on computer theory and is concerned with the breakdown of communication into sequential bits. It involves using programed texts and supplementary materials, and organizing classes as skills labs where each student drills himself or herself under supervision. (MAI)

ED 158 360 EA 010 713

Matthews, Kenneth M.
Improving Academic Performance.
Pub Date-18 Jun 78
Note-15p.; Paper presented at the Canadian School Trustees' Association Congress on Education (1st, Toronto, Ontario, June 17-21, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Academic Achievement, *Diagnostic Tests, Educational Diagnosis, Elementary Secondary Education, *Learning Motivation, Motivation Techniques, Student Attitudes, Student Motivation
Identifiers-Student Achievement Diagnostic Questionnaire

Academic performance appears to be influenced by the combined effects of at least seven important variables: 1) inherited capacity to learn, 2) learning experiences, 3) external resources, 4) attitude toward teachers, 5) perceptions of teacher expectations and values, 6) perceptions of the future utility of schooling, and 7) self-concept of ability. While there seems little need to measure the first variable because it cannot be altered and the next two must be measured in relation to the unique goals of particular schools, the other four variables can be assessed using a broadly applicable instrument, the Student Achievement Diagnostic Questionnaire (SADQ). The SADQ allows student perceptions of teachers, schooling, and themselves to be measured and compared by school, grade level, and discipline, revealing strengths and weaknesses in individual programs. Basic strategies for improving student perceptions in areas where they are negative can then be applied by individual teachers in order to enhance students' academic performance. (Author/PGD)

ED 158 446 EC 111 276

The Police Perspective in Child Abuse and Neglect.

International Association of Chiefs of Police, Inc., Washington, D.C.
Spons Agency-National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.
Pub Date-Sep 77
Grant-90-C-865
Note-88p.
Available from-International Association of Chiefs of Police, Inc., 11 Firstfield Road, Gaithersburg, Maryland 20760 ($2.95)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Child Abuse, *Identification, Intervention, Legal Problems, Legislation, *Neglected Children, *Police Action, Police Community Relationship, *Policy, Social Services, *State Legislation, Training

The training manual defines the police role in investigation and intervention in child abuse cases. Information is categorized according to the following seven tonic areas (subtopics in parentheses): defining child abuse and negiect (physical and behavioral indicators), legal aspects (trends in reporting laws and major points in state reporting laws), the investigation process (types of police contacts and strategies and issues in interviewing the child), police disposition of cases (referral to community agencies, arrests, referral for prosecution), and the relationship between police and social service workers. A final chapter describes resources for the trainer, including audiovisual aids, organization, and a comparison of state statutes. (CL)

ED 158 543 EC 111 944

Mahler, Donald

Music for Learning.

Pub Date-Jun 78

Note-12p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Behavior Change, Cerebral Dominance, *Handicapped Children, *Learning Processes, *Music, Neurological Organization, Research Reviews (Publications), *Special Education, Teaching Methods

Background music has significant implications for the teaching-learning process in special education. Unobtrusive or background music is a powerful medium which can accentuate, maintain or attentuate overt behaviors in response to conscious sensory stimuli, and special educators could use music as a tool to increase the effectiveness and efficiency of the teaching learning process. Recent findings and theories in the area of left and right brain functioning appear to have the following implications for music and special education: (1) the musical bias is partially explained by the brain's sophisticated method of monitoring input; (2) the pattern analysis functioning of the brain may help explain why the rhythm component of music is so important; (3) with increased hemispherical differentiation and school left-brain emphasis, beginning music early and continuing it frequently is important; and (4) since music is basically a right-brain activity, it would be beneficial to abandon left-brain behavioral objectives. (BD)

Environmental Scientists and Conservation Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.-Bull-1955-19
Pub Date-78
Note-20p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Conservation (Environment), *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Environmental Research, Forestry Occupations, Geology, Geophysics, Information Sources, Job Skills, Job Training, Meteorology, *Occupational Information, Occupational Mobility, Oceanology, Promotion (Occupational), Salaries, Scientific Research, *Scientists, Soil Conservation, Wages, Work Environment

Focusing on environmental scientists and conservation occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include foresters, forestry technicians, range managers, soil conservationists, geologists, geophysicists, meteorologists, and oceanographers. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

Carter, John L. And Others

Application of Relaxation/Biofeedback Training in Special Education.

Pub Date-Jun 78

Note-19p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Academic Achievement, Behavior Change, Elementary Education, Exceptional Child Research, *Feedback, *Handicapped Children, *Learning Disabilities, *Physiology, *Self Control

Identifiers-*Biofeedback, *Relaxation Training

A study was conducted to determine the effects of electromyographic (EMG) feedback/relaxation training on the achievement, cognitive and motor test results, and observed behavior change of learning disabled, mentally retarded, control, and nondiagnosed children manifesting learning problems (all elementary age). Treatment consisted of 10-minute EMG feedback, 50 minutes of handwriting training, and home practice of relaxation using audio cassettes. Training was 3 days per week for 5 weeks. Results indicated significant gains by all experimental groups over controls on all variables, including reading, spelling, arithmetic, auditory memory, eye-hand coordination, IQ, and observed behavior. (Author/SBH)

Peter, Katherine

Shih Doo Daazhyaa (The Four Food Groups).

Alaska Univ., Fairbanks. Alaska Native Language Center.
Pub Date-74
Note-14p.
Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701 ($.75)
Language-English; Athapascan
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Alaska Natives, American Indian Languages, *Athapascan Languages, Bilingual Education, Eating Habits, Elementary Education, *Instructional Materials, *Language Instruction, Nutrition, *Nutrition Instruction, *Reading Instruction, *Reading Materials, Uncommonly Taught Languages, Vocabulary
Identifiers-Alaska, *Gwich in Athapascan

This booklet contains vocabulary and information on the four food groups and nutrition, in elementary Gwich'in Athapascan, with English translations. It is intended for use in a bilingual education setting. (AM)

ED 158 010 CE 017 304

A Feasibility Study for Solar Technology.
Texas State Technical Inst., Waco. Research Div.
Pub Date-26 Apr 78
Note-35p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Adult Education, Advisory Committees, Educational Finance, *Educational Needs, Educational Planning, *Employment Opportunities, Employment Patterns, *Employment Projections, Feasibility Studies, Federal Aid, *Industrial Personnel, Inservice Education, Paraprofessional Personnel, Post Secondary Education, Program Planning, Repair, Salaries, School Industry Relationship, *Solar Radiation, *Trade and Industrial Education

Job opportunities in the field of solar energy will increase steadily in Texas during the next few years as indicated by a survey of ninety-nine businesses currently involved in the solar industry. In 1979 the industry will need 108 installers/repairman and 17 technicians, while by 1983 it will need 260 installers/repairmen and 114 technicians. Average annual starting salaries will be $11,725.56 for installers/repairmen and $13,905.56 for technicians. To meet these needs various forms of training and education must be developed throughout the state. Adult and continuing education programs should provide courses to upgrade conventionally trained heating and air conditioning technicians in solar applications. One-year certificate programs should be instituted to train installers of solar energy units, while two-year associate degree programs are needed to train technicians. Colleges that undertake the implementation of such programs should consult advisory boards of potential employers to aid in program planning. Federal funding should be used to assist the developing and administering of these programs. (ELG)

ED 158 105 CE 017 583

Foster, Don And Others

Multiple Learning Strategies Project. Small Engine Repair. Visually Impaired.

Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Jun 77
Grant-G007603808
Note-533p.; Not available in hard copy due to reproducibility problems; For related documents see CE 017 554-583
EDRS Price MF-$1.00 Plus Postage. HC Not Available from EDRS.
Descriptors-*Auto Mechanics, Engines, *Learning Activities, Learning Modules, Repair, Special Education, *Trade and Industrial Education, *Visually Handicapped, *Vocational Education, Young Adults

This instructional package designed for visually impaired students, focuses on the vocational area of small engine repair. Contained in this document are forty learning modules organized into fourteen units: engine block; starters; fuel tank, lines, filters and pumps; carburetors; electrical; test equipment; motorcycle; machining; tune-ups; short blocks; storage; ring and piston service; valve service; and overhaul. Each module, printed in block type, includes these elements: a performance objective page telling what will be learned, what materials will be needed, and how the student will be evaluated; information and job step pages which provide information needed to perform the activity and detail steps necessary to do the task. (Visuals are designed for the visually impaired.) (This document is one of three sets of learning modules on small engine repair written in formats designed for visually impaired, low reader/educable mentally impaired, and regular vocational students. The modules are part of a total set which includes over 1,300 modules written in a variety of formats on building maintenance, dietetic assistant, small engine repair, medical assistant, and graphics. (JH)

ED 158 231 CS 004 273

Samuels, S. Jay, Ed.

What Research Has to Say about Reading Instruction.

International Reading Association, Newark, Del.

Pub Date-78

Note-186p.; A number of figures were removed due to copyright restrictions

Available from-International Reading Association, 800 Barksdale Road., Newark, Delaware 19711 (Order No. 488, $4.25 member, $6.25 non-member)

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors-Criterion Referenced Tests, Educational Assessment, Learning Disabilities, Linguistics, Psycholinguistics, Reading Ability, Reading Comprehension, *Reading Difficulty, Reading Improvement, *Reading Instruction, Reading Programs, Reading Rate, *Reading Research, *Research Utilization, *Theories

Identifiers-Piaget (Jean)

The papers in this volume represent both theory and application in reading research. The topics are as follows: research on programs for poor readers; a method for teaching children who have reading difficulties even though they have learned decoding skills; a decade of research on reading and learning disabilities; children's understanding of linguistic units; reading research that assists classroom instruction; flexibility of reading rate and efficient reading behavior; applications of a psycholinguistic model of reading; implications of Piaget's theory for reading instruction; comprehension abilities; the role of content in teaching reading; assessment; criterion referenced measurement in a norm referenced context; and a pragmatic-empirical approach to research in reading. Each entry is preceded by a brief introduction, and tables and bibliographies accompany many of the papers. (MAI)

ED 158 318 CS 204 312

Moore, Roy L. Moschis, George P.
Consumer Buying Goals and Communication Behavior.
Pub Date-Aug 78
Note-16p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Consumer Economics, *Consumer Education, *Females, *Information Seeking, Marketing, Mass Media, *Merchandising, Propaganda, Public Opinion, *Purchasing, Retailing, Television Commercials
Identifiers-*Advertising

Four hundred eight female users of cosmetics in Madison, Wisconsin, responded to questionnaires which sought to discover correlations among the goal of the purchaser and the type and source of information sought in the buying decision. Two goals were identified: rational (cost, functional benefits of product, or possible undesirable consequences from use of the product) and social (conformity to perceived expectations of others). Users who have specific goals seek evaluative information of one sort or another. For instance, those who have social goals tend to depend on others' opinions for information and are apt to rely on the mass media. Consumers with economic goals are apt to prefer print advertisements, and those who perceive performance risk are likely to view salespeople as important information sources. The more important the buying situation is perceived to be by the consumer, the more apt she is to take the initiative to seek information and to evaluate alternatives. (TJ)

ED 158 340 CS 502 197

Kirby, Michael, Ed.
Thematic Issue: Italian Theatre.

Pub Date-Mar 78
Note-107p.; Most of the photographs were removed due to poor reproducibility
Journal Cit-The Drama Review; v22 n1 Entire Issue Mar 1978
EDRS Price MF-$0.83 HC-$8.01 Plus Postage.
Descriptors-Acting, Association (Psychological), Caricatures, Characterization, Composition (Literary), *Drama, Foreign Countries, Imagery, Irony, *Italian Literature, Literary Perspective, Parody, Scripts, Surrealism, *Symbols (Literary), *Theater Arts, *Twentieth Century Literature
Identifiers-*Italy

In 1964, when the living'' theatre appeared to be dying in New York, theater in Italy began changing from an author-oriented to a performance-oriented, nonliterary form. The articles in this document trace the historical development of Italian theatre and analyze current dramas which demonstrate the diversity of approaches and the energy and commitment of Italian theatrical art. The topics discussed include the adriani lazzi'' of the commedia dell'arte,'' the theatre of the grotesque, contemporary Italian Theatre, the theatre of Meme Perlini, and the post avant-garde theatre movement. The following dramas are analyzed individually: Giuliano Vasilico's Proust,'' Group Altro's ICS,'' Ostal'' by Cfr. (an Italian experimental group), Spazio Zero's To Salvatore Giuliano,'' Ouroboros's The Death of Geometry,'' Stran'amore's City Lights,'' La Gaia Scienza,'' and Il Carrozzone's Presages of the Vampire.'' The scenery, acting style, theme, and plot are described for each drama and numerous photographs of actual presentations accompany the articles. The document also includes an interview with Dario Fo, a well-known Italian actor who began acting in the postwar years, and reviews of nine new books on the dramatic arts. (MAI)

Solar Energy for Space Heating & Hot Water.

Energy Research and Development Administration, Washington, D.C. Div. of Solar Energy.
Report No.-SE101
Pub Date-May 76
Note-19p.; For related documents, see EA 010 789-796; Not available in paper copy due to small print in original document
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 060-000-00006-9; $0.35; $1.00 minimum charge for each mail order)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Climatic Factors, Cost Effectiveness, Design Needs, *Energy Conservation, Graphs, *Heating, *Performance Specifications, *Solar Radiation, Tables (Data), *Thermal Environment

This pamphlet reviews the direct transfer of solar energy into heat, particularly for the purpose of providing space and hot water heating needs. Owners of buildings and homes are provided with a basic understanding of solar heating and hot water systems; what they are, how they perform, the energy savings possible, and the cost factors involved. Both liquid and air solar collection systems are practical today. For convenience, most of the examples given relate to liquid systems. (Author/MLF)

ED 158 508 EC 111 909

McKeown, Edward N.

Planning for the Individual Needs of Exceptional Learners in a Fast Growing Metropolitan Community.

Pub Date-Jun 78

Note-13p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Delivery Systems, Elementary Secondary Education, *Foreign Countries, *Handicapped Children, *Program Administration, Program Descriptions, *Special Education

Identifiers-*Ontario (Toronto)

The paper describes the provision of special education programs throughout Metropolitan Toronto in the areas of hearing, vision, aphasia, orthopedic and other health related disabilities, the trainable retarded, and programs in hospitals and institutions. The author explains how these programs are provided by one area board of education on behalf of the other area boards and are available free of charge to any of the 356,000 students upon the recommendation of an Admission Board and the consent of the parents. Briefly dealt with are the cooperative way these programs are monitored and plans for the future. (Author/SBH)

Moyerman, Sue

Relevance of Health Care Administration Curricula.

Pennsylvania Univ., Philadelphia. Leonard Davis Inst. of Health Economics.
Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Associated Health Professions.
Pub Date-Apr 78
Contract-1-MB-44192
Note-272p.; Parts of appendix may be marginally legible
EDRS Price MF-$0.83 HC-$14.05 Plus Postage.
Descriptors-Administration, *Administrative Personnel, *Administrator Education, Curriculum Development, *Curriculum Evaluation, *Employment, Employment Patterns, Employment Qualifications, Employment Statistics, Geographic Distribution, Graduate Surveys, *Health Occupations, *Health Personnel, Higher Education, Masters Degrees, National Surveys, Occupational Information, Occupational Surveys, Program Attitudes, Program Evaluation, Relevance (Education)
Identifiers-United States

This study sought to determine whether the curricula of master's level health administration programs in the United States are relevant to professional needs and whether these programs change appropriately as professional needs change. The content is in seven chapters. The first covers the research design and survey methodology. Chapter 2 describes the types of health care organizations for which graduates were working, employment trends, and the geographic distribution of the respondents. The third chapter explores some important characteristics of the organizations which employed most program graduates and analyzes the types of positions they held while the next chapter describes the principal on-the-job activities of the graduates in various organizational settings. Chapter 5 on curriculum relevance and emphasis relates employment patterns and on-the-job activities to master's level educational programs. It first presents the graduates' judgments as to the relevance of eighteen curriculum topic areas and then explores their perceptions of curriculum emphasis in the same eighteen areas. Chapter 6 contains alumni evaluations of master's level programs along several dimensions including overall quality and adequacy in specific skill areas. In chapter 7, the findings regarding the internal processes of program evaluation and curriculum change are presented. The final chapter summarizes and discusses the major findings. (EM)

ED 158 029 CE 017 452

Wilson, Wanda Sawatzky, Joyce

85Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date-77

Note-107p.

Available from-State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074 ($3.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Child Care Occupations, *Class Activities, Clothing, *Core Curriculum, Educational Games, Elementary Secondary Education, Family Environment, Family Relationship, Food, Home Economics, *Home Economics Education, *Homemaking Education, *Instructional Materials, Job Search Methods, Nutrition, Occupational Home Economics, Occupational Information, Peer Relationship, Safety, Sanitation, Sewing Instruction, Textiles Instruction

Identifiers-Future Homemakers of America

Designed to help build basic homemaking skills, this core curriculum instructional package, which was teacher-developed in Oklahoma, is a collection of teaching ideas to promote motivation and learning in the classroom. Activities are included for the following subjects: (1) orientation to Future Homemakers of America; (2) occupational information, such as locating jobs and job success, and specifically about occupations in child care and home economics-related areas; (3) pattern and fabric selection; (4) sewing equipment and techniques; (5) clothing care; (6) consumer awareness and decision making; (7) food and nutrition (covering also specific types of food, such as dairy products and eggs), meal planning, and recipe use; (8) kitchen utensils and table service; (9) safety and sanitation; (10) personal home environment; and (11) family and peer relationships. While the majority of the ideas are games and puzzles, there are also suggestions for skits, bulletin boards, displays, and listing and demonstration of student objectives. Answers to the puzzles are provided at the end. (ELG)

Energy-Producing Industries. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.-Bull-1955-37
Pub Date-78
Note-25p.; Photographs and other illustrations in this document will not reproduce well; For related documents see CE 017 756-797
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Electricity; *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, *Energy, Fuels, Information Sources, Job Skills, Job Training, *Occupational Information, Occupational Mobility, Petroleum Industry; Promotion (Occupational), Public Relations, Salaries, Service Occupations, Solar Radiation, *Utilities, Wages, Work Environment

Focusing on occupations in energy-producing industries, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include coal mining, occupations in the electric power industry, powerplant occupations, transmission and distribution occupations, customer service occupations, occupations in the nuclear energy field, occupations in petroleum and natural gas production and gas processing, and occupations in the petroleum refining industry. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 210 CG 012 805

Seveyega, Dina Maria

Utilization of Students as Peer Counselors and Peer Tutors.

Pub Date-78

Note-8p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Washington, D.C., March 19-23, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Educational Counseling, Guidance Services, Higher Education, *Peer Counseling, *Peer Teaching, State of the Art Reviews, *Student Participation, *Student Personnel Services, Tutorial Programs, *Tutoring

The utilization of students is a valuable resource in providing services for a successful learning experience. Two possible services are tutoring and peer advising. For many students tutoring is the only answer to successful academic coping. Effective tutoring requires knowledgeable, sensitive and well-trained tutors. Depending on the degree of need, tutoring can take place one on one, in groups of five or fewer students, or in workshop and classroom style settings. To insure effectiveness, faculty may certify and help train tutors, make referrals and provide pertinent information and guidance. Peer advising is another possible resource. The peer adviser may assist in handling the tutorial transaction, give individual in-depth orientation to special resources on campus, and continue to contact and offer guidance throughout the year. Peer advisers may also serve on task force committees which plan and implement programs such as publicity, student outreach, staff development, public relations and other essential developmental programs. (Author)

ED 158 252 CS 004 300

Hall, Diane S.

The Relationship of Reading Attitudes to Achievement, Sex, and Social Class among Fifth Grade Pupils.

Pub Date-May 78
Note-10p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Grade 5, Intermediate Grades, Reading Ability, *Reading Achievement, Reading Interests, *Reading Research, *Sex Differences, Socioeconomic Influences, *Socioeconomic Status, *Student Attitudes
Identifiers-*Reading Attitudes

Three hundred fifth grade pupils in an urban school district and in three rural schools in Tennessee participated in a study of relationships among attitudes toward reading, reading achievement, socioeconomic status (SES), and sex. Each pupil was rated on the Heathington Attitude Scale and the Hollingshead Two-Factor Index of Social Position and completed the Metropolitan Achievement Test. Although high SES females had significantly higher achievement levels than did low SES males or females and higher scores than did high SES males, there was not a consistent correlation of sex and socioeconomic status with achievement. Males and females differed on attitudes toward reading only at the low socioeconomic level. Based on the study, it appears that neither social class nor sex is a reliable indicator of how students feel about reading. Attitudes and achievement in reading are highly correlated: when ability improves, attitudes often improve; when attitudes improve, ability often improves. (TJ)

ED 158 274 CS 204 205

Brown, Carl R. V.

Toward a Theory of Biculturalism, and Teaching English.

Pub Date-Mar 78

Note-10p.; Paper presented at the Annual Meeting of the Conference on English Education (16th, Minneapolis, Minnesota, March 16-18, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Behavior Patterns, *Biculturalism, Cognitive Style, *Culture Conflict, *Educational Theories, Elementary Secondary Education, *English Curriculum, Ethnic Studies, Individual Differences, *Learning Theories, Minority Groups, Socialization, *Values

Cultural democracy is a concept which should be incorporated into the educational philosophy supporting all aspects of the teaching of English; specifically, it should be the basis of bicultural education. This concept stresses the importance of recognizing the attributes and needs not only of cultural and ethnic groups, but also of individuals within those groups. To achieve bicultural goals for their students, educators must learn more about intra-group variability and the cultural values of individual students. These values are formed in the home and community and fall on a continuum from traditional to modernistic; conflict between these values may be the basis of major differences between groups and between individuals within groups. Traditional socialization practices tend to develop field-sensitive cognitive styles in children while modernistic socialization practices facilitate field-independent styles. Recent split-brain research lends support to this distinction. Viewed from this perspective, being bicultural also means being bicognitive, and the way for educators to develop a bicultural/bicognitive capacity in their students is through a culturally democratic curriculum one which focuses on the socio-cultural characteristics of the individual learner. (FL)

ED 158 405 EA 010 832

Hollander, Edwin P.

Leadership Dynamics: A Transactional Perspective. Technical Report No. 6.

State Univ. of New York, Buffalo. Dept. of Psychology.

Spons Agency-Office of Naval Research, Arlington, Va.

Pub Date-Feb 78

Contract-N00014-76-C-0754; NR-170-824

Note-20p.; Paper presented at the Annual Meeting of the American Association for the Advancement of Science (Washington, D.C., February, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Group Dynamics, *Interaction Process Analysis, *Leadership

The transactional approach views leader-follower relations as a social exchange relationship. While the leader provides the group with success in reaching its goals and gives followers recognition and reward, the followers give the leader responsiveness and participation in group enterprises. In addition followers give the leader esteem and status. Experiments have investigated the effects of the leader's legitimacy on follower responsiveness. Whether a leader is elected or appointed affects leader influence. For instance, while one study found the influence of elected leaders to be greater, another found that an elected spokesman who was perceived to lack competence was more likely to be rejected than an appointed one who appeared incompetent. Elected negotiators showed greater toughness than appointed negotiators, which suggests that accountability to the group is an important factor. In addition, further studies suggest that the sex of the leader and the way the task is presented have an effect on follower responsiveness. In sum, the transactional perspective sees followers as having an active and responsive role rather than a passive one. This more active sense of the follower gives group members the promise of richer forms of involvement. (Author/JM)

ED 158 426 EA 010 856

Molnar, Alex, Ed. Zahorik, John A., Ed.

Curriculum Theory. Selected Papers from the Milwaukee Curriculum Theory Conference (University of Wisconsin, Milwaukee, November 11-14, 1976).

Association for Supervision and Curriculum Development, Washington, D.C.

Pub Date-77

Note-134p.; Table I may be marginally legible due to small print

Available from-Association for Supervision and Curriculum Development, Suite 1100, 1701 K Street, N.W., Washington, D.C. 20007 (Stock No. 611-77112; $7.00, quantity discounts; orders totaling $10.00 or less must be prepaid)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Curriculum, *Curriculum Development, *Curriculum Planning, Decision Making, Educational Practice, Humanistic Education, Individual Development, Performance Based Education, Political Socialization, Theories, Values

A collection of papers by leaders in the curriculum field, this book offers educators a scholarly look at current theory. The introduction provides a historical perspective and definitions of major curriculum theories. The book considers curriculum theory in the light of five major concerns: values, rational decision-making, psychological development, classroom practice, and sociopolitical analysis. The selections delineate the dichotomy between the scientific and humanistic goals of education. James B. Macdonald writes on Values Bases and Issues for Curriculum,'' Robert Allen Ubbelohde offers A Neo-Conservative Approach in Curriculum,'' Ralph W. Tyler suggests Desirable Content for a Curriculum Development Syllabus Today,'' Daniel L. Duke notes Data Curriculum Workers Need,'' William E. Doll, Jr. addresses The Role of Contrast in the Development of Competence,'' Charles A. Letteri writes on Cognitive Style: Implications for Curriculum,'' David C. Williams discusses The Therapeutic Curriculum,'' Walter Doyle and Gerald Ponder explore The Ethic of Practicality: Implications for Curriculum Development,'' Bernice J. Wolfson suggests A Phenomenological Perspective on Curriculum and Learning,'' Dwayne Huebner offers thoughts Toward a Political Economy of Curriculum and Human Development,'' and Michael W. Apple and Nancy R. King ask What Do Schools Teach?'' (Author/JM)

ED 158 447 EC 111 277

Gilmore, Joseph T. Argyros, Nicholas S.

Special Education Certification: A State of the Art Survey.

New York State Education Dept., Albany. Office for the Education of Children with Handicapped Conditions.; New York State Univ. System, Albany.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.
Pub Date-Dec 77
Grant-G007602968
Note-58p.; Some pages may be marginally legible due to small type
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Conceptual Schemes, Exceptional Child Research, *Handicapped Children, *Models, Professional Personnel, Special Education, State of the Art Reviews, State Surveys, *Teacher Certification, Teacher Education, Teacher Qualifications

Designed as a working document on professional preparation of special education instructional and support personel, the report analyzes the state of the art in special education certification. It is explained that data on certification requirements was collected from each state, and that results indicated the existence of four models: categorical and competency based (six or more categories of handicapping conditions), generic certificates (fewer than six handicapping conditions), the California model and the Massachusetts model. Additional findings are listed, including the existence of a wide variety of terms and degrees of specificity. Issues and discussion starters are described to provide a stimulus for workshop discussion in the areas of categories of certification, supervision/administration, participation of other agencies, inservice training, and personnel development plans. Tables of state certification information are appended. (CL)

ED 158 567 FL 009 588

Galyean, Beverly

Humanistic Education: A Mosaic Just Begun. An Integrative Approach to Foreign Language Teaching: Choosing among the Options. ACTFL Foreign Language Education Series, Vol. 8.

American Council on the Teaching of Foreign Languages, New York, N.Y.

Pub Date-76

Note-43p.

Available from-Not Available Separately; See FL 009 582

Document Not Available from EDRS.

Descriptors-Affective Behavior, Creative Development, Educational Strategies, Emotional Development, Futures (of Society), *Humanistic Education, *Individual Needs, *Interpersonal Competence, *Language Instruction, *Moral Issues, *Personal Adjustment, Psychological Needs, Second Language Learning, Self Expression, Values

Humanistic education, basing much of its theory on data provided by subjective experiences, is an attempt to create new perceptual systems for understanding human beings and to make these processes available in educational settings. Humanistic education is surveyed, with the view that its component branches are organized bodies of knowledge, each influencing language education in its own way. The viability of humanistic methods affecting both personal-social development and language achievement is explored, cautionary measures are considered, and research and development areas are suggested. Several strategies are presented to illustrate practical applications of humanistic theory in language classes. The axiomatic goal for humanistic language teaching is to enable students to use self-reflective language as the basis for target language practice. Theories and sample exercises are presented for the following types of humanistic education: psychological education, moral education, futuristic education, values education, affective education, process education, transpersonal'' education, and confluent education. (SW)

ED 158 361 EA 010 714

Oversight Hearing on Safe School Study. Hearing before the Subcommittee on Economic Opportunity of the Committee on Education and Labor. House of Representatives, Ninety-Fifth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-78

Note-436p.; Not available in paper copy due to small print of original document; Many pages may be illegible; For related documents, see ED 149 464-466

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Administrator Role, Delinquency, Elementary Secondary Education, Federal Government, Government Role, *Hearings, *School Security, Violence

This document consists of transcripts of a hearing held by the Subcommittee on Economic Opportunity of the Committee on Education and Labor of the House of Representatives, on the subject of crime in the schools. Intended as a follow-up to the publication by the National Institute of Education (NIE) of Violent Schools Safe Schools: The Safe School Study,'' the hearings were focused by subcommittee chairman Ike Andrews on the question of what the federal government could do to improve the situation in the schools. In addition to the hearing transcripts, this document contains prepared statements by those testifying, and supporting materials including letters, portions of the NIE report, and reprints of other related publications. (PGD)

ED 158 478 EC 111 853

deVincentis, Sarah Johnson, Linda
A Musical Approach to Motor-Sensory Training.
Pub Date-Jun 78
Note-9p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Elementary Education, *Emotionally Disturbed, Hyperactivity, Learning Disabilities, *Motor Development, *Music, *Perceptual Motor Learning, Program Descriptions

A motor-sensory training program was established to meet developmental motor needs of behaviorally disordered children (6 to 8 years old). Most of the children had motor deficiencies, as well as diagnosed learning disabilities, and some children were entered in the program not because of motor deficiencies but because of their extreme motor response to environmental stimulation. Music was used to structure the program and verbal cues were minimal. Ss have shown significant improvement in motor skills as well as increased development in inner control systems due to the relaxation techniques taught and the music input. (Author/SBH)

ED 158 544 EC 111 945

Marckmann, Lea

Early Diagnosis of a Communication-Handicap (the Boel Test) and How to Stimulate It.

Pub Date-Jun 78

Note-7p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Aurally Handicapped, *Communication Problems, *Early Childhood Education, Handicapped Children, *Identification, Infancy, Intervention, *Screening Tests, Speech Handicapped, *Stimulation

Identifiers-*Boel Test

The paper describes the Boel-test, a measure for early (as young as 7 or 8 months) diagnosis of a communication handicap. The importance of stimulation is pointed out, and test procedures and statistics are reported. It is concluded that the early detection of a potential risk child should be followed by immediate action. (SBH)

ED 158 587 FL 009 694

Peter, Katherine

Shahnyaati' Tr'iinin Nilii Dai' (Shahnyaati's Childhood).

Alaska Univ., Fairbanks. Alaska Native Language Center.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-Dec 75

Grant-NEH-R01-20196-74-54

Note-12p.

Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701 ($1.00)

Language-Athapascan

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Alaska Natives, American Indian Languages, *Athapascan Languages, Bilingual Education, Childrens Literature, Elementary Education, Folk Culture, *Instructional Materials, *Language Instruction, Reading, *Reading Instruction, *Reading Materials, *Tales, Uncommonly Taught Languages

Identifiers-Alaska, *Gwich in Athapascan

This illustrated reader is geared toward students with an intermediate level of proficiency in Gwich'in Athapascan. It consists of a story about a child's life in the old days. (AMH)

ED 158 047 CE 017 498

Harris, Dianne

Kentucky Consumer & Homemaking Education. Clothing and Textiles. Curriculum Guide, Comprehensive Courses.

Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.; Morehead State Univ., Ky. Dept. of Home Economics.
Pub Date-Jul 72
Note-201p.; Not available in hard copy due to reproducibility problems. For related documents see CE 017 459-460 and CE 017 496-506
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Career Education, *Clothing, *Clothing Design, *Clothing Instruction, Curriculum Guides, Employment Opportunities, Equipment, Fashion Industry, Finishing, Home Economics Education, *Home Economics Skills, Instructional Materials, Occupational Home Economics, Performance Based Education, Secondary Education, *Sewing Instruction, *Textiles Instruction
Identifiers-Kentucky

Intended for use by teachers on the junior high and high school levels, this curriculum guide, which is one in a series of guides for consumer and homemaking education in Kentucky, outlines four courses in the clothing and textile areas. Starting at the seventh grade level in Unit 1, the topics and instruction increase in complexity from one unit to the next. Many of the same topics are treated at the different levels and include the following: (1) sewing tools and equipment; (2) color and its effect; (3) the influence of clothing; (4) fiber types; (5) wardrobe selection and planning; (6) accessories; (7) garment construction; (8) minor repairs and alterations; (9) care and storage of clothing; and (10) job opportunities in the clothing field. For each unit, major concepts are identified as well as behavioral objectives which are stated in terms of student competencies, and the specific teaching strategies are accompanied by references to outside resources (primarily textbooks) and supporting generalizations. Units 1 and 2, which are to be used in the seventh and eighth grades, each require a four-week period for completion while the comprehensive level units need six to seven weeks each. A separate publication (CE 017 460) outlines a semester course on the same subject, and the appendix to the entire series (CE 017 496) includes activities for each instructional unit. (ELG)

ED 158 065 CE 017 521

National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module VII. Central Nervous System.

National Highway Traffic Safety Administration (DOT), Washington, D. C.
Report No.-DOT-HS-802-444
Pub Date-77
Note-87p.; For related documents see CE 017 514-529; The student text and workbook will be available separately
Available from-Superintendent of Documents, U.S., Government Printing Office, Washington, D.C. 20402 (Stock Number 050-003-00286-1)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Anatomy, Behavioral Objectives, Course Content, Curriculum Guides, *Emergency Squad Personnel, Human Body, Job Skills, *Job Training, Learning Activities, Lesson Plans, Medical Treatment, Paramedical Occupations, Physiology
Identifiers-*Central Nervous System

This instructor's lesson plan guide on the central nervous system is one of fifteen modules designed for use in the training of emergency medical technicians. Four units of study are presented: (1) anatomy and physiology; (2) assessment of patients with neurological problems; (3) pathophysiology and management of neurological problems; (4) demonstrations of techniques of management including spinal survey of an unconscious victim, use of the long and short spine board, use of orthopedic stretchers, and application of traction and cervical collar. Each unit contains these elements: behavioral objectives, teaching techniques, content outline, demonstration outline, and a list of needed equipment and materials. Skill evaluation sheets are provided. It is suggested that each module can be presented individually or combined with other modules to construct a course for a selected group of students. (CE 017 514 is a course guide for use in planning and implementing the total training program.) (JH)

ED 158 085 CE 017 563

Smith, Dwight And Others

Multiple Learning Strategies Project. Building Maintenance & Engineering. Educable Mentally Impaired. Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-6 Dec 76

Grant-G007603808

Note-379p.; For related documents see CE 017 554-583

EDRS Price MF-$0.83 HC-$20.75 Plus Postage.

Descriptors-Buildings, Cleaning, *Educable Mentally Handicapped, *Learning Activities, Learning Modules, *Maintenance, Special Education, *Vocational Education, Young Adults

This instructional package is one of three designed for educable mentally impaired students in the vocational area of building maintenance and engineering. The thirty learning modules are organized into two units: floor care and general maintenance tasks. Each module includes these elements: a performance objective page which tells the student what will be learned, what materials are needed, and what the student must do in the module; and a job step page written in a read (cognitive information), look (graphic illustrations), do (instructions), and check (student is evaluated by teacher) format. (This document and related documents CE 017 564 and CE 017 565 are one of four sets of learning modules on building maintenance and engineering. The other sets are written in formats designed for regular vocational, visually impaired, and low reader students. The modules are part of a total set of over 1,300 written for different student populations. Graphics, dietetic assistant, small engine repair, and medical assistant are the other vocational areas covered.) (JH)

ED 158 162 CG 012 637

Barsness, Linda And Others

Eliminating Disruptive Behavior Through Timeout Stimulus Control in Austistic Children.

Pub Date- 77

Note-20p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Autism, *Behavior Change, *Emotionally Disturbed Children, Extinction (Psychology), Research Projects, *Self Mutilation, *Socially Deviant Behavior, Special Education, Stimulus Behavior, *Timeout, Verbal Stimuli

A timeout stimulus control procedure for reducing self-stimulation and disruptive behaviors in autistic children was examined. The three subjects were diagnosed as autistic, exhibiting numerous behaviors incompatible with learning. Severe hand biting, inappropriate noises, and prolonged tantrums were the target behaviors linked with the timeout stimulus control procedure in this study. The timeout stimulus control areas were within a special education classroom setting. No restrictive walls or partitions demarcated these areas, but the timeout areas were distinctively colored. When the target behaviors were linked with simple verbal commands and extinction procedures, a significant decrease was observed. The timeout stimulus control procedure further reduced the target behaviors to a stable low level. This study demonstrates the effectiveness of non-intrusive procedures which can be used in a classroom setting to eliminate severe disruptive behaviors in autistic children. (Author)

ED 158 186 CG 012 763

Forcible Rape: A Manual for Filing and Trial Prosecutors. Prosecutors' Volume II.

Battelle Memorial Inst., Seattle, Wash. Law and Justice Study Center.
Spons Agency-National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
Pub Date-Mar 78
Grant-75-NI-99-0015
Note-77p.; For related documents see CG 011 469, CG 012 764, CG 012 868, and CG 012 869
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402 (Stock number 027-000-00618-3)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Court Litigation, Criminal Law, Justice, *Laws, *Lawyers, Manuals, *Rape, Socially Deviant Behavior, Violence

The report begins with a discussion of rape and its victims. It proceeds to more technical information about the filing, preliminary hearings and grand juries, plea bargaining, trial preparation, trial and sentencing information which is geared towards the prosecutor. Finally, the report concludes with appendices presenting sample forms for recording information from medical and forensic examinations, a bibliography, and a description of rape victim services in various cities. (Author/LFB)

ED 158 297 CS 204 281

Stromp, Bruce A.

Issue Space Utilization in State Natural Resource Magazines.

Pub Date-Aug 78

Note-23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (21st, Seattle, Washington, August 13-16, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Design, Illustrations, *Layout (Publications), Media Research, *Natural Resources, *Periodicals, Photography, *Space Utilization

Identifiers-Subscription Rates

State natural resource magazines' tremendous potential as information sources and their unique economic situation led to this study of space utilization in individual issues. Three issues from each of 40 state magazines published in the summer of 1977 were divided into five subscription-rate and four staff-size categories. Category averages for each layout element were compared based on per issue percentages of space devoted to each element. Percentage computations were based on the total space potentially available for text. Three questions were posed: Do magazines with higher subscription rates have a lower percentage of text per issue than lower-rate magazines? Do subscription rates relate to the proportional amount of space taken by photography and artwork? and How does staff size relate to the use of photography and artwork? The results show: (1) the magazines with the highest subscription rates use less text space per issue than those with lower rates; (2) as subscription rates increase, there is a larger percentage of photography and artwork space used per issue; (3) a significant difference in the percentage of white space occurs among the subscription categories; and (4) magazines with large staffs allocate significantly more space per issue to artwork than magazines with smaller staffs. (FL)

ED 158 382 EA 010 791

SOLCOST. Solar Hot Water Handbook. A Simplified Design Method for Sizing and Costing Residential and Commercial Solar Service Hot Water Systems. Second Edition.

Energy Research and Development Administration, Washington, D.C. Div. of Solar Energy.
Report No.-DSE-2531/2
Pub Date-Sep 77
Note-12p.; For related documents, see EA 010 789-796
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 060-000-00080-8; $0.70)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Cost Effectiveness, Design Needs, Energy Conservation, Equipment Evaluation, *Heating, Heat Recovery, *Performance Specifications, Resource Units, *Solar Radiation, *Systems Analysis, Thermal Environment

This pamphlet offers a preview of information services available from Solcost, a research and development project. The first section explains that Solcost calculates system and costs performance for solar heated and cooled new and retrofit constructions, such as residential buildings and single zone commercial buildings. For a typical analysis, Solcost calculates the portion of load supplied by solar, the optimum size for the collector, and the payback period for the solar system investment compared to a conventional system. An example is given of an analysis for a residence. Titles and sources of Solcost handbooks are listed. The second section introduces the operational and technical details for those familiar with solar system engineering and computer technologies. (Author/MLF)

ED 158 509 EC 111 910

Cronk, Mildred S.

Attitude Change Toward Trainable Mentally Retarded: Mainstreaming in Reverse.''

Pub Date-Jun 78

Note-11p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Adults, *Changing Attitudes, Elementary Education, Exceptional Child Research, *Mainstreaming, Mentally Handicapped, *Student Attitudes, *Teacher Attitudes, *Trainable Mentally Handicapped

The effect of special instruction and an integrated program on attitudes toward trainable mentally retarded (TMR) students was assessed with 42 adults (PTA board members and teachers) and 127 elementary children. Regular class students in small groups from first, third, and sixth grades were systematically integrated into a TMR class where they engaged in the same cognitive, motoric, and affective domain activities as the TMR, for the development of personal, social, and occupational skills. Significant changes between groups was shown by first and third grades. The most significant change occurred with the experimental adult group who attended a slide-talk presentation and visited a TMR classroom. (Author/SBH)

ED 158 011 CE 017 314

Campbell, Clifton P.

Renewal in Education with Emphasis on Careers.

Pub Date- 75

Note-8p.; Some parts of document may not reproduce clearly due to print quality

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Access to Education, Adult Education, *Career Education, *Educational Change, *Educational Improvement, Educational Needs, Educational Objectives, Elementary Secondary Education, Foreign Countries, Job Training, Retraining, *Vocational Education

Identifiers-United States

Government statistics reveal nearly 2.5 million students leave schools yearly without adequate work preparation. Support for career education, as a renewal force, is needed to redirect educational emphasis from academic elitism to open access for occupational preparation. Vocational school graduates choose advanced education almost as often as their academic counterparts. As a primary administration aim, the United States Commissioner of Education advocates career education for all American children. Expansion of that position should provide career education to all regardless of age or social background; we are on the threshold of providing citizen's entitlement to occupational preparation. Career education is a systematic way to (1) acquaint elementary and middle school students with the work world, (2) prepare high school and college students to enter and advance in their chosen field, and (3) allow adults to re-enter formal education, upgrade skills, or enter new fields. To meet changing work needs, we must provide exposure and experience before job entry preparation and retraining opportunities. Perhaps career education should be offered first to students in school and then periodically after employment. Through paid educational leaves, workers in many countries (France, Russia, etc.) continue formal education, without age limit. (CSS)

Tomorrow's Jobs. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.-Bull-1955-1
Pub Date-78
Note-21p.; Some information contained in some of the graphs throughout this document may not reproduce well; For related documents see CE 017 757-797
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Educational Experience, *Employment Opportunities, *Employment Projections, Employment Services, Employment Statistics, *Employment Trends, Industrial Personnel, *Information Sources, Job Search Methods, *Labor Market, *Occupational Information, Occupations, Tables (Data)

Presenting employment projections for the total labor market through 1985, this document accompanies a series of forty-one reprints (CE 017 757-797) from the Occupational Outlook Handbook which provide current information and employment projections for individual occupations and industries through 1985. The employment projections and related discussions are divided into the following categories: industrial profile, occupational profile, job openings, and the relationship between job prospects and education. Assumptions and methods used in preparing employment projections are presented; and sources for additional information about jobs and careers are listed, including state employment security agencies, information for special groups, information on finding a job, and labor market information. (BM)

ED 158 124 CE 017 774

Engineering and Related Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.-Bull-1955-20
Pub Date-78
Note-25p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Aerospace Industry, Agricultural Engineering, Broadcast Industry, Ceramics, Civil Engineering, Drafting, Electrical Occupations, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, *Engineering Technicians, *Engineers, Human Engineering, Industrial Technology, Information Sources, Job Skills, Job Training, Mechanical Design Technicians, Metallurgy, *Occupational Information, Occupational Mobility, Ocean Engineering, Petroleum Industry, Promotion (Occupational), Salaries, Wages, Work Environment

Focusing on engineering and related occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include aerospace engineers, agricultural engineers, biomedical engineers, ceramic engineers, chemical engineers, civil engineers, electrical engineers, industrial engineers, mechanical engineers, metallurgical engineers, mining engineers, petroleum engineers, broadcast technicians, drafters, engineering and science technicians, and surveyors. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 232 CS 004 274

Reading, Comprehension, and Memory Processes: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, January through March 1978 (Vol. 38 Nos. 7 through 9).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-78
Note-15p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Adults, Advance Organizers, Annotated Bibliographies, Beginning Reading, Critical Reading, *Doctoral Theses, Elementary Secondary Education, Information Processing, Literature Reviews, Memory, Miscue Analysis, Oral Reading, *Psycholinguistics, Reading Achievement, *Reading Comprehension, *Reading Processes, *Reading Research, Recall (Psychological), Sentence Structure, Silent Reading, *Thought Processes

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 20 titles deal with a variety of topics, including the following: semantic constructivity in children's comprehension; text-based inferences generated by children in reading written discourse; a review of reading comprehension research; the psycholinguistic processes of beginning readers; the relationship between discourse structures and critical reading; information processing and retrieval of adult college students; the effects of anaphoric references, typographically modified organizers, and oral prequestioning on reading comprehension; word analysis strategies for reading; the effect of question order on reading achievement; sentence characteristics that influence the comprehensibility of text; the effect of chunking on the recall of written discourse; types of information addition in the psycholinguistic process of reading; the relationship of knowledge of given information to reading comprehension; prose learning as a function of adjunct questions and individual differences; and the relationship of language cues used in silent reading to the semantic and syntactic cues revealed in oral reading miscues. (GW)

ED 158 253 CS 004 302

Mayes, Bea

What Do Reading Teachers Teach in First Grade Classes?: A Study of Questions Teachers Ask.

Pub Date- 77
Note-18p.; Research prepared at the University of Utah
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Basic Reading, Conventional Instruction, *Effective Teaching, Grade 1, Primary Education, *Questioning Techniques, Reading Programs, *Reading Research, Student Reaction, *Teacher Behavior, *Teaching Methods
Identifiers-*Distar

Eighteen first grade reading classes in the Bedford-Stuyvesant section of Brooklyn were studied for differences in teacher verbal behavior in various types of reading programs. Nine of the classes were using the Direct Instructional System for Teaching Arithmetic and Reading (DISTAR) and nine of the classes were using the less structured traditional basal approach to teaching reading. The teaching process was analyzed by concentrating on the number of teacher questions and solicitations and their meanings using categories defined by Bellack, Kliebard, Hyman, and Smith. Results showed that DISTAR teachers made twice as many pedagogical moves as those in the basal reading programs and they asked significantly more translation questions while the basal teachers made more reacting types of pedagogical moves. The differences in number of moves were primarily related to the programmed nature of DISTAR, calling for mostly short choral responses from the pupils (sounding out a word or syllable and reading a single word) and using nonverbal cues to get such responses (hand-clapping, pointing, and other hand signals), while basal method teachers verbally requested phrase or longer unit responses. While there are differences between the implementation of the DISTAR program and implementation of the basal reader programs, the differences are probably not as great as critics of the DISTAR system believe. (TJ)

Watson, Jerry L.

A Positive Environment Promotes Speaking, Thinking, Feeling.

Pub Date- 76
Note-13p.; Study prepared at the University of Iowa
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Child Language, Class Activities, Classroom Communication, *Classroom Environment, *Cognitive Development, Developmental Stages, Elementary Education, Interaction, *Language Development, *Perceptual Development, *Student Teacher Relationship, *Teacher Influence, Thought Processes

Teachers of young children affect not only their ability to speak correctly but also the way they learn to think. Since children view the world in different ways depending on cultural heritage as well as individual perception, and since different experiences require differing ways of thinking and differing ways of expression, it is important for teachers to provide a rich environment to allow for a maximum amount of perception and to allow for the expression of those perceptions. Because there is a close relationship between language and cognitive development, the teacher can participate in the child's development by raising appropriate questions and by entering into dialogue with the student. The findings of psychologists, such as Vygotsky, can help teachers determine which activities will be most appropriate at different stages of development. (TJ)

ED 158 341 CS 502 198

Morrison, Carl F., Jr., Ed.
NUMMO, A Black Theatre Journal, Summer, 1978.
Illinois State Univ., Normal.
Pub Date-78
Note-43p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Acting, American Literature, Black Achievement, *Black Literature, Creative Dramatics, *Drama, *Drama Workshops, *Financial Policy, *Scripts, *Theater Arts
Identifiers-*Black Theater

The entries in this journal represent the second annual publication of selected material dealing with the topic of black theatre. Articles describe an evening with the Frank Silvera Writers Workshop in Harlem, relate an interview with Vinie Burrows, explore the thinking of black scholars and artists on the elements of the African-American theatre form, and outline the advantages of providing a board of directors to guide black theatre. The journal also includes a one-act play by Charles Michael Moore, One Nickel on This Wine,'' based on a young man's encounter with street knowledge, and Putting Black Theatre in the Black,'' a speech delivered at the Second Annual Midwest Black Theatre Alliance Conference by Dr. Carlton Molette that discusses the financial aspects of the black theatre. (MAI)

ED 158 275 CS 204 209

Torrey, Jane W.

Black English Goes to School.

Connecticut Coll., New London. Dept. of Psychology.

Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date- 77

Grant-HD-04743; EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors-*Academic Achievement, *Black Dialects, *Black Students, Caucasian Students, Disadvantaged Youth, Elementary School Students, Elementary Secondary Education, *Grammar, High School Students, Knowledge Level, *Language Patterns, Language Research, Language Usage, *Performance Factors, Reading, Standard Spoken Usage

To test the effects of black English on school performance, 27 second graders in a Harlem school were interviewed and tested for competence in spontaneous speech, comprehension of oral and written materials, and oral reading, as well as for explicit grammatical knowledge of standard English morphemes often missing in black English. The data show large individual differences in ability to use standard forms and low but significant correlations between speech and reading performance. Instruction in use of standard forms significantly influenced several performances. The speech patterns and grammatical knowledge of the Harlem children were compared with those of second graders in a predominantly white middle-class school in Connecticut. High school students in Connecticut were also tested for their use and comprehension of standard verb inflections and negatives. Data from developmental English classes showed white students better able than blacks to do grammatical exercises involving standard English. An attempt to improve use of standard verb inflections and negatives through systematic instruction proved unsuccessful with the high school students. It is concluded on the basis of this study that command of standard English is related to school performance. (Author/GW)

ED 158 479 EC 111 854

Wessel, Janet A. And Others

Planning, Implementing and Evaluating Physical Education and Recreation for the Exceptional Child.

Pub Date-Jun 78
Note-15p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Educational Methods, *Educational Objectives, Elementary Secondary Education, *Handicapped Children, *Individualized Programs, *Performance Based Education, *Physical Education, *Recreation
Identifiers-*Objective Based Instructional Systems

The paper addresses several issues related to individualizing instruction in physical education and recreation for all exceptional children. The advantages of an objective-based instructional system are discussed, with the I CAN physical education resource materials presented as an example. Underlying assumptions for the usability of an objective-based instructional system for all handicapped are presented. Interest is expressed in the conduct of international studies using an objective-based instructional system in physical education and recreation. (Author)

ED 158 545 EC 111 946

Adelman, Howard S. Taylor, Linda

Towards Broadening Conceptualizations of the Causes and Correction of Learning and Related Behavior Problems.

Pub Date-Jun 78
Note-17p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Behavior Problems, Conceptual Schemes, Emotionally Disturbed, *Etiology, Identification, *Interaction, Intervention, *Learning Disabilities, *Models

The prevailing paradigm for understanding the causes and correction of learning and related behavior problems is seen as over-emphasizing person variables. It is suggested that an interactional model would be more in keeping with contemporary psychological theorizing and available data. Implications of understanding causal determinants in interactional terms are discussed, and a sequential and hierarchical strategy for identification and correction based on an interactional model is outlined. (Author)

ED 158 588 FL 009 695

Peter, Katherine

I. Vasaagihdzak; II. Shoh Deetrya' Haa Gwandak; III. Tr'Injaa.

Alaska Univ., Fairbanks. Alaska Native Language Center.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-Jul 75

Grant-NEH-RO-20196-74-54

Note-20p.

Available from-Alaska Native Language Center, University of Alaska Fairbanks, Alaska 99701 ($1.00)

Language-Athapascan

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Alaska Natives, American Indian Languages, *Athapascan Languages, Bilingual Education, *Childrens Literature, Elementary Education, Folk Culture, *Instructional Materials, *Language Instruction, Reading, Reading Instruction, *Reading Materials, Tales, Uncommonly Taught Languages

Identifiers-Alaska, *Gwich'in Athapascan

This reader is intended for use in a bilingual education setting and is geared toward competent speakers of Gwich'in Athapascan with knowledge of the writing system. It consists of three stories about traditional life. (AMH)

ED 157 994 CE 016 444

Cowan, Douglas K.
Comparative Occupational Survey of Civilian and Military Members in the Pavements Maintenance and Construction Equipment Operator Specialties. Final Report for Period 1 October 1975-30 October 1977.
Air Force Human Resources Lab., Brooks AFB, Tex. Occupational and Manpower Research Div.
Report No.-AFHRL-TR-77-81
Pub Date-Dec 77
Note-41p.; Information in Table B1 may not reproduce well due to small, thin print; For a related document see ED 151 582
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Building Equipment, Comparative Analysis, Complexity Level, Equipment Utilization, *Government Employees, Job Analysis, *Laborers, Maintenance, Military Personnel, Occupational Information, Occupational Surveys, *Task Performance, Tenure, *Work Attitudes
Identifiers-*Air Force, *Equipment Operators, *Pavements Maintenance Specialists, United States

A study was conducted to analyze and compare the job performance of civil service and military pavements maintenance workers and construction equipment operators. A military sample of 2,675 and a civilian sample of 1,974 were surveyed by means of a job inventory checklist and relative time spent rating method. Of the three job types that were identified (grounds maintenance, equipment operators, and pavements workers), military grounds workers expressed the lowest job interest and job utilization of training and skills. No significant difference was found between civilian and military members in number of tasks performed for the total sample; however, average task difficulty and job difficulty appeared higher for the military. A major difference was discovered in length of time on the job with military members reporting considerably less time because of their transitory status. Generally, civilian workers indicated higher job interest and job utilization than did military personnel. To determine if the improved utilization of equipment was an effective means of increasing job interest for military members, a comparison was made between military data collected in 1969 and the current data, and an increase in job interest was indicated as a result of greater equipment use. (ELG)

Wilson, Judith And Others
Kentucky Consumer & Homemaking Education. Personal and Family Development. Curriculum Guide, Comprehensive Courses.
Eastern Kentucky Univ., Richmond. Dept. of Home Economics.; Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.
Pub Date-Jul 72
Note-135p.; Not available in hard copy due to reproducibility problems. For related documents see CE 017 460 and CE 017 496-506
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Behavior Development, Career Education, Curriculum Guides, *Family Life, Family Life Education, Family Role, Friendship, Hygiene, *Individual Development, Instructional Materials, *Interpersonal Relationship, Marriage, Maturation, Performance Based Education, *Personality Development, Secondary Education, Social Attitudes, Social Behavior, Social Development, Socialization, Social Maturity, *Work Attitudes
Identifiers-Kentucky

Intended for use by teachers on the junior high and high school levels, this curriculum guide, which is one in a series of guides for consumer and homemaking education in Kentucky, outlines four courses in the area of personal and family development. The seventh grade level unit discusses the influence of health habits on personal appearance and the effect of personal development upon the individual; the eighth grade level unit focuses on social behavior, getting along with others now, and getting along with others in the world of work; the comprehensive I level unit covers personality development and socialization in relation to peer relationships and work attitudes; and the comprehensive II level unit studies maturity and its role in adult life, family life, marriage attitudes, and work attitudes. For each unit, major concepts are identified as well as behavioral objectives which are stated in terms of student competencies, and the specific teaching strategies are accompanied by references to outside resources (primarily textbooks) and supporting generalizations. Units 1 and 2, which are to be used in the seventh and eighth grades, each require two to three weeks for completion, while the comprehensive level units need six to seven weeks each. A separate publication (CE 017 497) outlines a semester special interest course on the same subject, and the appendix to the entire series (CE 017 496) includes activities for each instructional unit. (ELG)

ED 158 142 CE 017 792

Petroleum Refining, Industrial Chemical, Drug, and Paper and Allied Products Industries. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.-Bull-1955-38
Pub Date-78
Note-21p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Chemical Industry, Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Industrial Personnel, Information Sources, Job Skills, Job Training, Manufacturing Industry, *Occupational Information, Occupational Mobility, *Paper (Material), *Petroleum Industry, Promotion (Occupational), Salaries, Wages, Work Environment
Identifiers-*Drug Industry

Focusing on occupations in refining and industrial chemical, drug, and paper manufacturing industries, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include occupations in the drug industry, occupations in the industrial chemical industry, occupations in the paper and allied products industries, and occupations in the petroleum refining industry. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 187 CG 012 764

Forcible Rape: Police Administrative and Policy Issues. Police Volume IV.

Battelle Memorial Inst., Seattle, Wash. Law and Justice Study Center.
Spons Agency-National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
Pub Date-Mar 78
Grant-75-NI-99-0015
Note-45p.; For related documents see CG 012 649, CG 012 763, CG 012 868, and CG 012 869
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402 (Stock number 027-000-00622-1)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Administrative Policy, Personnel Policy, *Police, *Police Community Relationship, *Police Seminars, *Policy Formation, *Rape, Special Services, State of the Art Reviews

Major rape policy issues confronting police administrators are presented. Some of the issues addressed include: (1) Should rape calls be handled by a patrol officer, a trained patrol specialist, or some type of special unit? (2) How should rape investigators be selected? (3) What kind of training is necessary for rape investigators? (4) How can interaction between police, victim service groups and medical facilities be encouraged? A number of administrative strategies are recommended. At a more general level, the report discusses the scope of departmental policy, such as which decisions should be policy-based and which are best handled case-by-case. Report forms for collecting and recording case evidence are appended. (Author/RF)

ED 158 211 CG 012 806

Parent Handbook.

Montgomery County Intermediate Unit 23, Blue Bell, Pa.
Pub Date- 75
Note-29p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Educational Legislation, *Educational Planning, Elementary Secondary Education, *Exceptional Child Education, Exceptional Persons, Guides, *Parent Participation, *Parent Role, Parent School Relationship, *Special Education
Identifiers-Pennsylvania (Montgomery County)

This booklet is for the parents of exceptional children. It explains the process by which an exceptional child is evaluated, identified and assigned to a program and placement. It also offers general guidelines for parent participation with local school districts and other educational agencies in planning the exceptional child's educational program. These guidelines specifically apply to the parents and children in the Montgomery County, Pennsylvania school system and give information regarding Montgomery County community agencies and resources and Pennsylvania state law. However, this booklet can also be used by parents whose children are served by other school systems since it includes information on Individualized Education Programs (IEP's) and on terminology related to Public Law 94-142. This booklet can also serve as a model for other school districts in their efforts to inform parents on the educational programming of their children. (RF)

ED 158 298 CS 204 282

Lorenz, Alfred Lawrence

Out of Sorts and Out of Cash'': Problems of Newspaper Publishing in Wisconsin Territory, 1833-1848.

Pub Date-76

Note-23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (59th, College Park, Maryland, July 31-August 4, 1976)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Editing, *Financial Problems, *Journalism, *Newspapers, Printing, Problems, Publishing Industry, *Skilled Labor, *Transportation, *United States History

Identifiers-*Wisconsin Territory

The problems faced by the printer-editors in Wisconsin Territory were financial want, dependence on slow and unreliable transportation and mail systems, and a lack of reliable journeyman compositors and printers. Sources of income regularly included backers who were community promoters of politicians and who frequently withdrew their support with little notice. Other sources of income were equally unreliable and included advertising (very cheap and infrequent), subscriptions (often not paid for), public printing (not very profitable), and job printing (rare). Getting supplies was difficult, and the mails could not be counted on for delivery of news from the East or for delivery of papers to subscribers. Equipment was seldom adequate and was often second or third hand. Journeyman printers and compositors of the time were difficult to find and moved often. Nevertheless, the newspaper business flourished and by 1850 the combined circulation of Wisconsin Territory newspapers was more than two million. (TJ)

Hughes, Phillip, Ed. Mulford, William, Ed.

The Development of an Independent Education Authority Retrospect and Prospect in the Australian Capital Territory. Australian Education Review Number 10.

Australian Council for Educational Research, Hawthorn.

Pub Date-78

Note-120p.

Available from-Distribution Services Division, The Australian Council for Educational Research Limited, PO Box 210, Hawthorn, Victoria, Australia 3122 ($6.00); Also available in microform from Xerox University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors-*Citizen Participation, Community Action, Community Control, Community Role, Decentralization, Educational Change, Elementary Secondary Education, Foreign Countries, Higher Education, *School Systems

Identifiers-Australia

The state of New South Wales (NSW) ceded the Canberra area to the Commonwealth in 1911 as the Australian Capital Territory (ACT), but maintained responsibility for education in the region until 1974, when the territory became responsible for its own educational system. ACT's Independent Education Authority came into being in large part as the result of a vigorous campaign conducted by Canberra citizens dissatisfied with NSW educational policy. Inspired by the citizens' groups, Australian educational specialists conducted studies and prepared recommendations regarding creation of an ACT education authority. These materials formed the basis for the Australian Parliament's action. The opportunity for a decentralized system with extensive citizen participation was grasped, and the new Authority is now viewed by many as a model for the nation. This document consists of six articles by different persons involved in development of the Authority, treating the history of the Authority, its organization and functioning, its status as an experimental model, and its prospects for the future. (Author/PGD)

ED 158 406 EA 010 833

MacLeod, Betty And Others

The Development of Improved Bases for Forecasting School Age Population Throughout Ontario. A Study of Demographic Components.

Ontario Dept. of Education, Toronto.; Ontario Inst. for Studies in Education, Toronto.

Pub Date-78

Note-445p.; Not available in paper copy due to small size of charts and tables

Available from-Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario, Canada M7A 1L2 ($4.50; Microfiche of Section C, $2.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Elementary Secondary Education, *Enrollment Projections, Foreign Countries, Higher Education, *Population Trends, Statistical Data, Tables (Data)

Identifiers-*Ontario

This study presents the results of research concerning Ontario population trends and considers the implications for school-age groups in selected regions and throughout Ontario. Findings indicate that fertility has been declining across Ontario in recent years, especially in urban areas and for women under 20 and over 35. Although Ontario has relatively low mortality rates for most ages, infant mortality remains relatively high. Migration patterns have produced growth principally in urban regions. These three factors fertility, mortality and migration determine the population in each school-age group. Factors such as rate of growth of population, ratio of dependent age groups to working age groups, and rate of participation of males and females in the labor force determine the level and kind of education needed in a particular area of the province. All these factors were used to arrive at a number of school population projections. Between 1978 and 1981, the age group 5-13 will experience a decline but will rise again until 1986. Age group 14-17 is expected to decline until 1985. Age group 18-24 will increase to a peak in 1984 when it will begin to decline. (Author/JM)

ED 158 427 EA 010 857

Mazzarella, Jo Ann Barber, Larry
Facing Declining Enrollment: Considerations and Procedures.
Eugene School District 4J, Oreg.
Pub Date-May 78
Note-66p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Declining Enrollment, Educational Planning, Elementary Secondary Education, Enrollment Projections, Reduction in Force, School Closing
Identifiers-Eugene Public Schools OR

Since 1969, Eugene Public Schools District 4J, Oregon, has experienced enrollment decline. More specifically, partly because of population migration patterns, the district is suffering from two interrelated problems: (1) overall loss of students and (2) under-capacity schools in some neighborhoods and over-capacity schools in others. Enrollment decline problems are very complex and affect and are affected by a number of different issues. The oversupply of staff and space in some schools makes necessary the careful consideration of whether and how to begin reduction in force and school closure. Deciding whether to undertake these courses of action and how to implement them requires a myriad of additional decisions, involving enrollment projections, program and staffing projections, school costs, public relations programs, equality of educational opportunity, alternative use of school space, land use and development, the neighborhood school concept, busing, and student/teacher ratios. These decisions even touch on such diverse considerations as inservice training, the comprehensive high school, and need for a management information system. Each decision will affect every other decision. Handling these problems effectively depends largely on good communication and careful planning. (Author/JM)

ED 158 448 EC 111 278

Hayes, Robert B.
Is Special Education Worth the Cost?
Pub Date-77
Note-8p.; Paper presented at the Mid-Atlantic Research and Development Association Conference; For related information, see EC 092 201
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Academic Achievement, *Cost Effectiveness, Educable Mentally Handicapped, Emotionally Disturbed, Exceptional Child Research, *Handicapped Children, Mentally Handicapped, Neurologically Handicapped, Physically Handicapped, *Program Effectiveness, *Program Evaluation, *State Programs, Trainable Mentally Handicapped
Identifiers-*Pennsylvania

Summarized are findings and reported in tables are data from the 1975-76 evaluation of Pennsylvania's special education services for 2,308 trainable and educable mentally retarded, physically handicapped, brain injured, and socially and emotionally disturbed elementary and secondary students. It is explained that measures of student progress (statistics are appended for each handicapping classification), program ratings, and cost analyses of special education, compared to regular education indicated three major findings: the quality of instructional programs is generally good; the students are generally making excellent progress in basic skills and social maturity; and costs on an average daily membership basis for the five major categories range from about two or three and one-half times higher than regular education. (CL)

ED 158 510 EC 111 911

Nixon, John T.

A Humanistic-Behavioral Model for Training Regular Educators to Succeed with Public Law 94-142.

Pub Date-Jun 78

Note-14p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Behavioral Sciences, Conceptual Schemes, Educational Methods, Federal Legislation, *Handicapped Children, Higher Education, Humanistic Education, Learning Theories, *Models, *Teacher Education

The paper briefly reviews the argument for bridging the gap between the behavioral and humanistic schools of education and considers a teacher education model compatible with P.L. 94-142 (Education for All Handicapped Children Act). A synthesis model is described that looks at the need for a change in the system of training teachers and school management, based on combined learning theories of A. Bandura, C. Rogers, and S. Engelmann. It is reported that this approach is being taught by the author and colleagues in undergraduate educational psychology, and graduate and inservice special education formats. (Author/SBH)

ED 158 568 FL 009 589

Allouche, Edith Kroo Ervin, Gerard L.

Expanding the Options: Curricula in Many Languages. An Integrative Approach to Foreign Language Teaching: Choosing among the Options. ACTFL Foreign Language Education Series, Vol. 8.

American Council on the Teaching of Foreign Languages, New York, N.Y.

Pub Date-76

Note-43p.

Available from-Not Available Separately; See FL 009 582

Document Not Available from EDRS.

Descriptors-Enrollment Trends, *Federal Aid, Federal Programs, Higher Education, *Instructional Materials, *Language Enrollment, *Language Instruction, Material Development, Professional Associations, Secondary Education, *Second Language Learning, Surveys, Teaching Methods, *Uncommonly Taught Languages

As a group, the uncommonly taught languages have benefited greatly from government funds and activities that support their instruction. Although in absolute terms their enrollments are low, many of these languages have been gaining students in recent years. Instruction in the uncommonly taught languages accounts for more than half of the student population at the two largest government language schools. There is a limited number of teaching materials for the uncommonly taught languages; materials development is largely dependent on federal funding. Federally-funded activities supporting the uncommonly taught languages, a list of selected publications, and enrollment trends in secondary schools and higher education institutions are covered here. Enrollment trends, manner of instruction, and goals of government language schools are discussed. Data on organizations of teachers of uncommonly taught languages and results of a survey on current concerns and trends in the teaching of these languages are presented. Survey information was obtained from departments of Slavic, Oriental, Middle-Eastern, and Classical languages at U.S. universities. The following types of instruction were found to be available for many of these languages: bilingual education, career education, immersion courses, independent study, individualized programs, computer-assisted instruction, affective learning activities, and study abroad programs. (SW)

ED 158 086 CE 017 564

Constantini, Debra And Others

Multiple Learning Strategies Project. Building Maintenance & Engineering. Educable Mentally Impaired. Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-May 77
Grant-G007603808
Note-367p.; For related documents see CE 017 554-583
EDRS Price MF-$0.83 HC-$19.41 Plus Postage.
Descriptors-Buildings, Cleaning, *Educable Mentally Handicapped, *Learning Activities, Learning Modules, *Maintenance, Special Education, *Vocational Education, Young Adults

This instructional package is one of three designed for educable mentally impaired students in the vocational area of building maintenance and engineering. The thirty-four learning modules are organized into six units: general maintenance tasks; restrooms; chalkboards; carpet care; office cleaning; and grounds. Each module includes these elements: a performance objective page which tells the student what will be learned, what materials are needed, and what the student must do in the module; and a job step page written in a read (cognitive information), look (graphic illustrations), do (instructions), and check (student is evaluated by teacher) format. (This document and related documents CE 017 563 and CE 017 565 are one of four sets of learning modules on building maintenance and engineering. The other three sets are written in formats designed for regular vocational, visually impaired, and low reader students. The modules are part of a total set of over 1,300 modules written for different student populations. Graphics, dietetic assistant, small engine repair, and medical assistant are the other vocational areas covered. CE 017 554 is the final report of the project to develop the modules.) (JH)

ED 158 163 CG 012 638

Hanson, David J.

The Influence of Authoritarianism Upon Prejudice: A Review.

Pub Date- 75
Note-10p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Authoritarianism, *Bias, Black Role, Cultural Environment, Cultural Factors, *Ethnic Groups, Literature Reviews, *Minority Groups, *Social Discrimination, Social Factors, Status Need

Following an exhaustive review of the literature, over 60 items relevant to the relationship between authoritarianism and prejudice were identified. They include such fugitive'' items as conference papers and master's theses. This paper reviews the findings of these studies regarding prejudice. It concludes that, while some writers have stressed the need to emphasize social and cultural influences and others have suggested other variables as alternatives to authoritarianism, the value of that concept as a partial explanation of prejudice has won wide acceptance. Included are 69 references to the literature. (Author)

ED 158 320 CS 204 316

McLeod, Jack M. And Others
Mass Communication and Voter Volatility.
Pub Date-Aug 78
Note-33p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Behavior Change, *Changing Attitudes, Information Dissemination, Mass Media, Media Research, *Newspapers, Persuasive Discourse, *Political Attitudes, *Television, *Television Viewing, *Voting

Personal interviews were conducted with 353 eligible voters in Madison, Wisconsin, in October 1976, and repeated with all but 30 after election day to examine the correlation between voters' age, paper reading (especially public affairs), and television watching (especially public affairs), and the amount of behavioral volatility (voter abstention, unstable party affiliation, and openness to alternatives) and subjective volatility (contingent voting, antiparty sentiment, conflict and indecision, and compromise). The study specifically measured the contribution of media (especially television) to voter volatility, the unidimensionality of volatility, and the various normative aspects of volatility (single subjective dimension or several dimensions). Results indicated that both behavioral and subjective volatility are multidimensional rather than unidimensional. Education did not predict either kind of volatility very well; political interest had more consistent nonvolatile effects, except as reflected in conflict and indecision; and both television viewing time and public affairs viewing had little effect on volatility. Among the younger respondents there was a stronger correlation between public affairs viewing time and volatility than among the older subjects. (TJ)

ED 158 383 EA 010 792

An Economic Analysis of Solar Water & Space Heating.

Energy Research and Development Administration, Washington, D.C. Div. of Solar Energy.
Report No.-DSE-2322-1
Pub Date-Nov 76
Note-72p.; For related documents, see EA 010 789-796; Not available in paper copy due to small print of much of original document
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 060-000-00038-7; $1.40)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Climatic Factors, *Cost Effectiveness, *Economic Research, Energy Conservation, Graphs, *Heating, Heat Recovery, *Life Cycle Costing, Performance Specifications, *Solar Radiation, Tables (Data), *Thermal Environment

Solar system designs for 13 cities were optimized so as to minimize the life cycle cost over the assumed 20-year lifetime of the solar energy systems. A number of major assumptions were made regarding the solar system, type and use of building, financial considerations, and economic environment used in the design optimization. Seven optimum designs were developed for each city. In each case, comparisons were made with electric, oil, and natural gas water heating; and with electric resistive, electric heat pump, oil, and natural gas space heating. In each case, the backup conventional system used in the analysis was assumed to be the same as the competitive conventional system used in the analysis. To incorporate geographic variation, the study incorporated different climatic data, current 1976 incremental conventional fuel costs, building energy loads, and collector elevation angles for each city. Based on comparison with conventional energy costs, solar water heating and solar space heating installed at an equivalent system cost of $20 per square foot of collector are competitive today against electric resistance systems throughout most of the U.S. If the cost should be reduced to $10 per square foot by 1980 through a combination of technical innovations and incentives, solar hot water and heat would be economically competitive against all residential fuel types. (Author/MLF)

Lansford, L. M. Asmussen, J. M.
Performance of American Indian Children Compared with Koppitz Normative Population on the Bender.
Pub Date-Jun 78
Note-16p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*American Indians, *Cultural Differences, Disadvantaged Youth, Elementary Education, Ethnic Groups, Exceptional Child Research, *Learning Disabilities, *Neurologically Handicapped, Norms, *Screening Tests, Testing, *Test Validity
Identifiers-*Bender Gestalt Test

Differences in the normative data presented in the Koppitz Scoring System for the Bender Gestalt Test (a measure for diagnosing learning and neurological disorders) were compared for 838 elementary age children of the Sioux, Chippewa, Navajo, and Apache tribes and a Koppitz normative group. Considered were mean error differences and mean time differences, sex differences, and reservation/non-reservation differences. Results indicated statistically significant differences between American Indian samples and the non-Indian group at a number of age levels on mean errors. Significant differences were found at some ages between tribes on mean errors and mean time. Sources of differences, the need for developing specific normative data for groups with marked cultural and learning pattern differences, and appropriate interpretation of these data were discussed. (Author/SBH)

ED 158 546 EC 111 947

Barlett, Kay Smith, Peg

Family Counseling for the Handicapped Child.

Pub Date-Jun 78

Note-16p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Counselor Role, *Family Counseling, *Family Problems, *Family Relationship, *Handicapped Children, *Interviews

The authors introduce some basic concepts essential to techniques for conducting interviews with the families of handicapped children. Dysfunctional and functional characteristics of a family system are outlined. Techniques for leading families into functional ways of interacting are discussed, with examples given. It is concluded that the goal in dealing with families of handicapped children is to provide a safe, supportive atmosphere where the family learns new functional patterns of interaction and ways to handle their difficulties. The role of the professional counselor is also mentioned. (SBH)

ED 158 012 CE 017 337

Pines, Marion W. Morlock, James H.

Work Experience Perspectives: CETA Program Models.

Employment and Training Administration (DOL), Washington, D.C.
Pub Date-78
Note-39p.; Quoted matter appearing throughout this document will not reproduce well due to small print
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-000-00321-1)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Demonstration Programs, Disadvantaged Groups, Employment Problems, *Employment Programs, Federal Legislation, Job Training, *Models, National Programs, Program Administration, *Program Descriptions, *Program Design, Program Development, Program Effectiveness, *Program Planning, *Work Experience Programs
Identifiers-Comprehensive Employment and Training Act, United States

This monograph on work experience program models is designed to help prime sponsors of programs under the Comprehensive Employment and Training Act (CETA) understand the potential of the work experience activity as an employability development tool. The content is presented in seven sections. The first section is a brief introduction, while section 2 presents a working definition of work experience. The focus of the third section is on the labor market mismatch between the labor force and the supply of jobs, and the need for an intervention such as work experience. The fourth section covers the advantages of the work experience strategy for specific population subgroups, work simulation, and other community human service systems. Section 5 overviews the historical evolution of the work experience models developed under categorical programs. The next section examines the key steps in the program planning process and the crucial elements in designing work experience programs. Its focus is on setting the goals and objectives of program design, targeting the client groups, adjusting program content to client needs, developing assessment designs, designing administrative structures and components, and scheduling for implementation. The concluding section describes seven work experience program models. (EM)

ED 158 048 CE 017 499

Pyles, Grace Rankin, Lila

Kentucky Consumer & Homemaking Education. Child Development. Curriculum Guide, Semester Course.

Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.; Kentucky Univ., Lexington. Instructional Materials Lab.

Pub Date-Jun 72

Note-117p.; Not available in hard copy due to reproducibility problems; For related documents see CE 017 459-560 and CE 017 496-506

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Adolescence, Adoption, Career Education, *Child Care, Child Care Occupations, *Child Development, *Childhood, Childhood Needs, *Child Rearing, Child Welfare, Community Agencies (Public), Contraception, Curriculum Guides, Day Care Services, Discipline, Employment Opportunities, Family Planning, Infants, Instructional Materials, Parent Child Relationship, *Parent Responsibility, Performance Based Education, Senior High Schools

Identifiers-Childlessness, Kentucky, Playschools

Intended for use by teachers at the high school level, this curriculum guide, which is one in a series of guides for consumer and homemaking education in Kentucky, outlines a semester special interest course in the area of child development. As the concluding course of a curriculum on this subject which commences on the junior high level in a separate guide (CE 017 500), it covers many of the same areas of instruction as the earlier units. The concepts included are as follow: (1) responsibilities of parenthood; (2) community agencies dealing with children's needs; (3) family planning, including birth control, childlessness, and adoption; (4) baby care, covering the nutritional, clothing, equipment, and health care needs of infants; (5) child guidance, focusing on discipline and playschools; (6) career opportunities in child development; (7) middle childhood; and (8) adolescence. Behavioral objectives are stated in terms of student competencies, and the specific teaching strategies are accompanied by references to outside resources (primarily books and films) and supporting generalizations. The appendix contains sample forms, instructional activities, and suggestions for a playschool schedule and physical arrangement. A list of resources is gathered together at the end, including books, periodicals, pamphlets, and filmstrips. (ELG)

ED 158 066 CE 017 522

National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module VIII. Soft Tissue Injuries.

National Highway Traffic Safety Administration (DOT), Washington, D. C.
Report No.-DOT-HS-802-445
Pub Date-77
Note-99p.; For related documents see CE 017 514-529; The student text and workbook will be available separately
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 050-003-00287-9)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Anatomy, Behavioral Objectives, Clinical Experience, Course Content, Curriculum Guides, *Emergency Squad Personnel, Injuries, Job Skills, *Job Training, Learning Activities, Lesson Plans, Medical Treatment, Paramedical Occupations, Physiology
Identifiers-*Skin

This instructor's lesson plan guide on soft tissue injuries is one of fifteen modules designed for use in the training of emergency medical technicians (paramedics). Six units of study are presented: (1) anatomy and physiology of the skin; (2) patient assessment for soft-tissue injuries; (3) pathophysiology and management of soft tissue injuries; (4) techniques of management including dressing and bandaging, controlling external hemorrhage, and dressing and bandaging of an amputation; (5) special considerations in soft tissue injuries to specific areas; and (6) clinical experience in an emergency department. Each unit contains these elements: behavioral objectives, teaching procedures, a content outline, demonstration outline, list of needed equipment and materials, and guidelines for activities to be performed by students applying the skills. Skill evaluation sheets are provided. (It is suggested that each module can be presented individually or combined with other modules to construct a course for a selected group of students. CE 017 514 is a course guide for use in planning and implementation of the total training program.) (JH)

ED 158 233 CS 004 275

Reading Instruction: Preschool and Elementary: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, January through March 1978 (Vol. 38 Nos. 7 through 9).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-78
Note-17p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Administrator Background, Annotated Bibliographies, Auditory Discrimination, Auditory Training, Creative Reading, *Doctoral Theses, Elementary Education, Middle Schools, Music Activities, Preschool Education, Readability, *Reading Achievement, Reading Comprehension, Reading Consultants, *Reading Instruction, *Reading Materials, *Reading Programs, *Reading Research, Retention, Self Concept, Sex Fairness, Spelling, Teacher Behavior, Tutoring

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 24 titles deal with a variety of topics, including the following: comparisons of various approaches to reading readiness instruction, primary level reading instruction, and middle school reading instruction; tasks performed by Ohio reading specialists; factors influencing reading self-concept, reading performance, and self-image; effects of auditory training on auditory discrimination, reading readiness scores, and reading achievement; middle school reading program practices in Connecticut; the effect of instrumental music instruction on reading behavior; the relationship between the background of elementary administrators and the administrative function relating to elementary reading programs; effects of tutor training on tutor performance and on reading gains of tutees; the relationship between concept of reading and reading achievement; assessments of questions in teachers' manuals of basic reading textbooks, readability of textbooks, and instructions in reading workbooks; teacher perceptions of reading practices in Florida schools; and the effects of summer vacation on reading retention. (GW)

Veeder, Gerry

Using Scientific and Industrial Films in Teaching Technical Communication.

Pub Date-Aug 78
Note-9p.; Paper presented at the University Film Association Conference (Los Angeles, California, August 20-25, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Audiences, *Audiovisual Communication, *Business Communication, *Communication (Thought Transfer), Content Analysis, *Film Criticism, Film Industry, *Film Study, Higher Education, Industry, Production Techniques, Sciences, Sound Films, Special Effects, Visual Arts
Identifiers-Industrial Films, Scientific Films, *Technical Communication

A film course especially designed for technical communication students can illustrate basic film concepts and techniques while showing how film effectively communicates ideas in an industrial and scientific communication system. After a basic introduction to film terms, the study of actual scientific and industrial films demonstrates the following film concepts: composition and movement; the realism and credibility that sound adds to the message; the use of creative editing to simulate action too dangerous or costly for the camera; and the manipulation of time and space, particularly through the use of animation, to explain concepts or demonstrate actions that cannot be filmed. A film course can also highlight other important elements involved in using films for science and industry, such as the importance of audience analysis to determine the particular concerns and background of the target audience, persuasion and motivational factors that the use of film offers, and the typical film problems of subject matter, lighting, and non-actors. Science films present special problems for study in that they often simply record technical material, have no sound track, and allow little, if any, editing. (MAI)

Pages, Myrtha
Bilingual-Bicultural Special Education in the Navajo Reservation Myth or Reality?
Pub Date-Jun 78
Note-14p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-American Indians, *Bilingual Education, *Cultural Differences, Disadvantaged Youth, Elementary Secondary Education, *Federal Legislation, *Handicapped Children, Minority Groups, *Navajo, *Student Rights
Identifiers-*Bilingual Bicultural Act of 1968

The Bilingual Bicultural Act of 1968, which mandates teaching in the native language of children with limited ability in English, is not obeyed in the Navajo Reservation where the schools' teaching to normal and special education students is in English. This violates the rights of peoples with a foreign language and culture to be educated basically in their own language. For the mentally retarded, physically handicapped, and emotionally disturbed Navajos this represents a double jeopardy, as they cannot independently surmount the deprivation imposed upon them. (Author/SBH)

ED 158 589 FL 009 696

Williams, Henry Gabriel, Moses P.
Vasaagihdzak.
Alaska Univ., Fairbanks. Alaska Native Language Center.
Pub Date-76
Note-66p.
Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701 ($1.50)
Language-Athapascan
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Alaska Natives, American Indian Languages, *Athapascan Languages, Bilingual Education, *Childrens Literature, Cultural Background, Elementary Education, *Instructional Materials, *Language Instruction, Primary Education, Reading Instruction, *Reading Materials, Textbooks, Uncommonly Taught Languages
Identifiers-Alaska, *Gwich in Athapascan

This illustrated reader is intended for advanced language students in a bilingual education setting on the elementary level. It is a traditional adventure story written in Gwich'in Athapascan. (NCR)

ED 158 107 CE 017 757

Metalworking Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.-Bull-1955-2
Pub Date-78
Note-24p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Assembly (Manufacturing), *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Foundries, Information Sources, Job Skills, Job Training, Machine Tool Operators, Machinists, *Metal Working Occupations, *Occupational Information, Occupational Mobility, Promotion (Occupational), Salaries, Tool and Die Makers, Wages, Welding, Work Environment

Focusing on metalworking occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include blacksmiths, forge shop occupations, welders, foundry occupations (pattern makers, molders, coremakers), and machining occupations (all-round machinist, instrument makers, machine tool operators, setup workers, and tool-and-die makers). The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 125 CE 017 775

Physical and Life Scientists. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.-Bull-1955-21
Pub Date-78
Note-17p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Astronomy, Biochemistry, *Biological Sciences, Chemistry, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Information Sources, Job Skills, Job Training, *Occupational Information, Occupational Mobility, Physical Sciences, Physics, Promotion (Occupational), Salaries, *Scientists, Soil Science, Wages, Work Environment

Focusing on physical and life scientists, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include biochemists, life scientists, soil scientists, astronomers, chemists, food scientists, and physicists. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 164 CG 012 639

Expanding Alternatives in Career Guidance: An Overview of Promising Programs and Practices.

Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Jul 76

Note-133p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors-Adult Vocational Education, Bibliographic Citations, *Career Awareness, *Career Education, *Career Exploration, *Career Planning, Computer Assisted Instruction, Instructional Materials Centers, *Occupational Guidance, Program Descriptions, Resource Guides, Resource Materials, Secondary Education, State of the Art Reviews

The major problems now facing a guidance department are the organization of the rapidly growing amount of information available in the field of career guidance, and the presentation of this information in such a way as to make it most valuable to the potential user. This directory is designed to assist guidance practitioners in analyzing, categorizing and updating the many sources of career, occupational and educational information that are now available. It will give the newcomer to the field a quick overview of the state of the art in career guidance, and provide the veteran with sources for future reference and follow-up. The information has been divided into four categories: (1) career guidance resources print and non-print tools for presenting career information to be used by students, staff, and other groups such as school dropouts and adults; (2) career guidance centers groupings of resources, people and media techniques that offer guidance services to a specific clientele; (3) career guidance systems computerized methods for utilizing a data base in order to obtain information for career planning and decision making; and (4) career guidance literature microfiche copies of all the supportive documents for the resources, centers and systems cited in the directory as well as abstracts and summaries taken from ERIC files which are relevant to career guidance personnel. (Author/RF)

ED 158 212 CG 012 807

Costick, Rita M., Comp. And Others
Nonsexist Career Counseling for Women: Annotated Selected References and Resources. Part I.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-31 Jan 78
Contract-300-77-0535
Note-31p.; For related document see CG 012 808
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Annotated Bibliographies, Career Choice, Counselor Training, *Educational Resources, *Females, *Feminism, Minority Groups, Occupational Aspiration, *Sex Fairness, Sex Stereotypes, *Vocational Counseling, *Womens Education

This two-part bibliography on nonsexist career counseling for women is designed to provide resources for counselors, counselor educators, teachers, and others desiring to facilitate positive, nonstereotyped career awareness and development of women at secondary and postsecondary educational levels. Adolescent and adult women seeking career counseling resources should also find specific sections useful. The materials were selected primarily for their direct relevance to women's educational equity in the realm of career counseling, for their recency, and for their accessibility to potential users. The first part, presented here, contains information on counselor training and professional development, counseling resources, career interest measurements, and minority women. The section on minority women is primarily a compilation of the entries related to minority women found in other sections throughout the two-part bibliography on career counseling. (Author)

ED 158 254 CS 004 306

Nielsen, Penny J.

Informal Affective Assessment: Insights and Strategies.

Pub Date-May 78

Note-18p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Affective Tests, *Attitude Tests, *Informal Assessment, *Measurement Techniques, Reading Habits, *Reading Interests, *Student Attitudes

Identifiers-*Reading Attitudes

The value of reading ability lies in its use rather than its possession; therefore, how students feel about reading may be as important as whether or not they are able to read. Helping children develop positive attitudes toward reading, learning the reading interests of children, and helping children develop positive self-concepts through successful reading experiences should be the major objectives of a reading program. Assessment of these affective qualities is possible and important. Among the assessment instruments available to educators are: the Estes Reading Attitude Scale, Rowell's Scale of Reading Attitude Based on Behavior, Heathington and Alexander's Observation Checklist to Assess Reading Attitudes, Kennedy and Halinski's Attitude Scale, the Wish Test, and the Incomplete Sentences Test. These devices are easy to administer and provide helpful information for educators as they strive to assess and enhance the affective domain. (FL)

ED 158 276 CS 204 251

Lamberg, Walter J.

Practices and Attitudes in Providing Information on Writing Performance.

Pub Date- 77

Note-28p.; Study prepared at The University of Texas at Austin

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Composition (Literary), *Educational Practice, Educational Research, Elementary School Teachers, Elementary Secondary Education, *English Instruction, *Feedback, Negative Reinforcement, Positive Reinforcement, Secondary School Teachers, *Teacher Attitudes, *Teacher Response, Teaching Experience

The first section of this paper discusses various approaches used in providing feedback on student writing performance. It identifies four categories of feedback positive versus negative, task-related versus task-unrelated, moderate versus extensive, and teacher-provided versus student-provided and reports research findings related to each category. The paper then reports on a study in which 82 prospective and experienced elementary language arts and secondary English teachers were assessed regarding their practices in, and attitudes toward, providing feedback to students. Analysis of the results indicated that the majority of the subjects provided feedback that was negative, task-unrelated, extensive, and teacher-provided; that the majority of subjects believed that the types of feedback that were effective were positive, task-related, moderate, and teacher-provided; that the majority showed discrepancies between attitudes and practices; that more of the experienced than of the inexperienced teachers showed openness to alternative types of feedback; and that more prospective elementary teachers than prospective secondary teachers showed openness to alternatives. (GW)

ED 158 363 EA 010 725

McGuffey, Carroll W.

Preparatory and Career Development Programs for the Educational Facilities Specialist. A Special Committee Report.

Spons Agency-Council of Educational Facility Planners, Columbus, Ohio.
Pub Date-77
Note-54p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Course Descriptions, Educational Objectives, Faculty Development, Higher Education, *Occupational Information, *Professional Continuing Education, *Professional Education, Professional Personnel, *School Planning, Vocational Development
Identifiers-*Educational Facilities Specialists

This manuscript reports the results of the work of a committee appointed by the Council of Educational Facility Planners International (CEFPI) to deal with ways of providing opportunities for the orientation and training of school administrators, facility planning specialists, facility managers, educational planners, and education oriented groups such as school board members. The first section states the need to familiarize general administrators with concepts, principles, and acceptable practices in comprehensive educational planning, educational facilities planning, and educational facilities management. This is followed by suggested course descriptions, goals and topics for familiarization courses for general administrators and practitioners in comprehensive educational planning, educational facilities planning, and educational facilities management. Needed competencies of the two types of school plant specialists the school plant management specialist and the school facilities planning specialist and a program of study for each with course descriptions are presented. Suggestions are made regarding a continuing program of career development for educational facilities specialists. The final section provides suggestions for a systematic orientation program for lay and related professional groups including preservice and inservice training for architects. (Author/MLF)

ED 158 407 EA 010 834

Churchill, Stacy And Others

Costs: French Language Instructional Units. An In-Depth Study of Selected School Boards.

Ontario Dept. of Education, Toronto.; Ontario Inst. for Studies in Education, Toronto.

Pub Date-78

Note-451p.; Some tables may not reproduce clearly due to small print

Available from-Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario, Canada M7A 1L2 ($4.00)

EDRS Price MF-$0.83 HC-$24.77 Plus Postage.

Descriptors-Bibliographies, *Bilingual Education, Board of Education Policy, Case Studies (Education), Comparative Analysis, Costs, Elementary Secondary Education, Expenditure Per Student, Foreign Countries, French, *Language of Instruction, Minority Groups, Resource Allocations, Statistical Data, Tables (Data)

Identifiers-*Ontario

This report summarizes the results of a research project on the cost of providing instruction in French to students enrolled in French language instructional units in Ontario. Case studies were carried out in seven Ontario school boards consisting of four secondary and seven elementary panels chosen to present a range of geographical environments, population ratios, and enrollment sizes. The case studies considered Francophone educational needs in each locality, the level of services offered, and the associated costs. Estimates of per pupil expenditure for different types of service in all of the schools studied (slightly less than 300) were obtained. Three major outcomes of the study are presented. First, the researchers have defined a general theoretical framework for costing educational services for a linguistic minority. Second, the differential costs of instruction for different types of schools are analyzed both within and between school boards at the elementary and secondary level. Third, major areas are outlined in which, despite existing provincial subsidies, Franco-Ontarians have unmet educational needs and potentially suffer from a position of inequality in comparison with English-speaking persons. (Author/IRT)

ED 158 428 EA 010 858

SCRIPT: School/Community Relations Innovative Program Techniques Handbook.

Arizona School Public Relations Association, Phoenix.; Arizona State Dept. of Education, Phoenix.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date-78

Note-243p.; ESEA Title IV-C Project

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors-*Communication (Thought Transfer), Elementary Secondary Education, Guidelines, Organizational Communication, Public Relations, *School Community Relationship

A compilation of ideas from the nation's school-community relations experts, this handbook suggests many types of communication. The introduction describes school-community relations as a four-step process: (1) analyzing what, how, and with whom to communicate; (2) planning and formulating a timetable and evaluation methods; (3) communicating; and (4) evaluating to gauge impact and make adjustments. Suggestions for telephoning parents, instituting principal's rap-sessions, and forming a staff advisory committee are included in the chapter on internal building-level communications. A chapter on external building-level communications includes ideas for communicating with nonparents, political leaders, senior citizens, and ethnic groups.

District-level communication techniques such as conducting informal polls, publicly displaying student art, and organizing district bus tours are suggested in another chapter. Dealing honestly and tactfully with reporters is advocated in a chapter on communicating with representatives of the news media. The chapter on citizen advisory groups contains practical suggestions on involving people in educational planning. Both inhouse and external publications are covered in another chapter that includes sample exemplary publications. The chapter on communication problems outlines rumor prevention and communication concerning problems like vandalism, desegregation, and school closure. Audiovisual methods, communication strategies for elections, and laws that affect school communication are also covered. (Author/JM)

ED 158 449 EC 111 279

Grosek, Robert J.

Failure of an Additive-Free Diet to Control Hyperactivity: A Case Study. Technical Report 77-02.

Broome Developmental Center, Binghampton, N.Y.

Pub Date-Aug 77

Note-17p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Behavior Change, Case Studies, *Dietetics, Early Childhood Education, Exceptional Child Research, Food, *Hyperactivity

Measured were the effects of a diet eliminating natural salicylates, preservatives, artificial coloring and artificial flavoring on the hyperactive behavior of a 4-year-old boy. Two of four behavioral measures showed a statistically significant reduction in hyperactivity when the diet was introduced. However, when the diet was terminated, the S continued to exhibit a reduction in hyperactivity in all four behavioral measures. In addition, the reduction in hyperactivity was not clinically noticeable in other aspects of the S's daily routine. It was concluded that the additive-free diet was not instrumental in reducing the S's hyperactive behavior. (Author/CL)

ED 158 188 CG 012 765

Farberow, Norman L.

Bibliography on Suicide and Suicide Prevention: 1897-1957, 1958-1970.

National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date-72

Note-282p.; Some parts of the document may be marginally legible due to colored background

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402 (Stock number 1740-0342, $2.00)

EDRS Price MF-$0.83 HC-$15.39 Plus Postage.

Descriptors-Bibliographies, Foreign Countries, *Prevention, *Suicide

Research on suicide and suicide prevention has expanded greatly since 1957, when an original bibliography was published in The Cry for Help. The current volume incorporates and expands that original work in the first section (approximately 2,100 items), and adds in the second section an additional 2,542 items which were published between 1957 and 1970. The references in this volume were obtained through intensive search of domestic and foreign medical, psychological, sociological and biological indexes. Separate author and subject indexes have been prepared for each part of the bibliography. (LFB)

ED 158 547 EC 111 948

Nader, Anita

Special Education in the Kingdom of Saudi Arabia.

Pub Date-Jun 78

Note-13p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Comparative Education, *Educational Programs, Elementary Secondary Education, Exceptional Child Research, *Foreign Countries, *Handicapped Children

Identifiers-*Saudi Arabia

A Study was conducted to investigate education for the handicapped in Saudi Arabian schools. The rationale for special education, the infrastructure, and student population were analyzed. Services were found to be available for the physically handicapped and mentally retarded. Findings also indicated that in the implementation of special education, the school systems seem free of the problems which plague other nations. Small classes were maintained, and the sexes were segregated. No financial problems seemed evident. There was a need for trained personnel and research. Future plans included expanding the services of special education. (SBH)

ED 158 569 FL 009 590

Adcock, Duwayne

Foreign Languages in Elementary and Emerging Adolescent Education. An Integrative Approach to Foreign Language Teaching: Choosing among the Options. ACTFL Foreign Language Education Series, Vol. 8.

American Council on the Teaching of Foreign Languages, New York, N.Y.

Pub Date-76

Note-37p.

Available from-Not Available Separately; See FL 009 582

Document Not Available from EDRS.

Descriptors-Adolescence, Curriculum Design, Curriculum Development, *Elementary Education, *Fles, Intermediate Grades, Junior High Schools, *Language Instruction, Language Learning Levels, *Language Programs, Language Research, Language Skills, Middle Schools, *Modern Language Curriculum, *Second Language Learning, Teaching Methods

Representative programs and new approaches to foreign language education in the elementary school (grades K-8) are identified. Included is a review of foreign languages in emerging adolescent education, or programs for students in grades 5-8 or 6-8 that are housed in a middle or junior high school. A discussion is presented of major curriculum trends of the 1970s, the nature of the elementary and emerging adolescent learner, and the kind of curriculum needed for students at these levels. Current programs and techniques include programs for the gifted, use of television and radio, use of paraprofessionals, total immersion, school within a school, options-for-learning'' concept, and magnet learning centers. Few individualized instructional programs at the elementary level have been reported. Research on divergent thinking and the long-term effects of foreign language study in the elementary school on the development of language skills is cited. An assessment of foreign language programs and prospects for the future are covered. (SW)

ED 157 995 CE 016 445

Pritchard, Robert D. Montagno, Ray V.

Effects of Specific Vs. Nonspecific and Absolute Vs. Comparative Feedback on Performance and Satisfaction. Final Report for Period 1 July 1975-30 September 1976.

Purdue Research Foundation, Lafayette, Ind.

Spons Agency-Air Force Human Resources Lab., Brooks AFB, Tex. Occupational and Manpower Research Div.; Air Force Office of Scientific Research, Washington, D.C.

Report No.-AFHRL-TR-78-12

Pub Date-May 78

Grant-AFOSR-76-2873

Note-63p.; Some appendix materials will not reproduce well due to poor print quality; For a related document see CE 017 461

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Clerical Workers, Comparative Analysis, Evaluation Methods, *Feedback, *Job Satisfaction, Methods Research, Military Training, Motivation, Motivation Techniques, *Performance, Performance Factors, *Productivity, Self Actualization

Identifiers-*Intrinsic Motivation

In a study focusing on intrinsic motivation as a possible approach to improving the motivation and productivity of Air Force personnel, a factors list was generated from a literature review and intuitive analysis. Performance feedback was selected for further study. Fourteen feedback dimensions were identified and defined; and a number of psychological processes were outlined in terms of possible relationships with feedback. Two feedback dimensions were then selected and manipulated in an experimental setting. The first dimension, specificity, varied the amount of information subjects received about their error types. The second dimension was absolute versus comparative feedback. Thirty-one subjects were given either their own performance data or their own plus their relative group standing. Results showed a positive effect for feedback on performance and errors. Nonspecific feedback contributed most to performance increases and error reduction, and within the nonspecific condition, comparative was found to be superior. The findings were also explained in terms of psychological processes. It was concluded that increasing performance feedback shows good potential for ultimately enhancing productivity in Air Force field settings. (Author/CSS)

ED 158 031 CE 017 460

Powers, Betty C.

Kentucky Consumer & Homemaking Education. Clothing Management. Curriculum Guide, Semester Course.

Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.; Kentucky Univ., Lexington. Instructional Materials Lab.

Pub Date- 72

Note-82p.; Not available in hard copy due to reproducibility problems. For related documents see CE 017 459 and CE 017 496-506

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Career Education, *Clothing, *Clothing Design, *Clothing Instruction, Consumer Education, Cultural Factors, Curriculum Guides, Economic Factors, Employment Opportunities, Equipment, Fashion Industry, Finishing, Home Economics Education, *Home Economics Skills, Instructional Materials, Occupational Home Economics, Performance Based Education, Senior High Schools, *Sewing Instruction, *Textiles Instruction

Identifiers-Kentucky

Intended for use by teachers at the high school level, this curriculum guide, which is one in a series of guides for consumer and homemaking education in Kentucky, outlines a semester special interest course in clothing management. As the concluding course of a curriculum on this subject which commences on the junior high level in a separate guide (CE 017 498), it covers many of the same areas of instruction as the earlier units. The concepts included are as follow: (1) cultural influences on clothing; (2) art principles of clothing design; (3) the analysis, selection, and buying of clothing for the individual and the family, and the relationship between clothing purchasing and the economy; (4) special clothing care and storage; (5) textile technology; (6) selection and use of sewing equipment; (7) construction of clothing; (8) garment alterations, and (9) career opportunities in the clothing and textile fields. Behavioral objectives are stated in terms of student competencies, and the specific teaching strategies are accompanied by references to outside resources (primarily textbooks) and supporting generalizations. The appendix contains several instructional activities and games on fiber and fabric characteristics. A list of resources is gathered together at the end, including books, periodicals, pamphlets, and filmstrips. (ELG)

ED 158 087 CE 017 565

Steinberg, Alan And Others
Multiple Learning Strategies Project. Building Maintenance & Engineering. Educable Mentally Impaired. Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-18 Mar 77
Grant-G007603808
Note-319p.; For related documents see CE 017 554-583
EDRS Price MF-$0.83 HC-$16.73 Plus Postage.
Descriptors-Buildings, Cleaning, *Educable Mentally Handicapped, *Learning Activities, *Learning Modules, *Maintenance, Repair, Special Education, *Vocational Education, Young Adults

This instructional package is one of three designed for educable mentally impaired students in the vocational area of building maintenance and engineering. The thirty-one learning modules are organized into nine units: grounds; sanitation; boiler maintenance and operation; power and hand tools; cabinet construction; repair of damaged furniture; windows; and door maintenance. Each module includes these elements: a performance objective page which tells the student what will be learned, what materials are needed, and what the student must do in the module; and a job step page written in a read (cognitive information), look (graphic illustrations), do (instructions), and check (student is evaluated by teacher) format. (This document and related documents CE 017 564 and CE 017 563 are one of four sets of learning modules on maintenance and engineering. The other three sets are written in formats designed for regular vocational, visually impaired, and low-reader students. The modules are part of a total set of over 1,300 modules written for different student populations. Graphics, dietetic assistant, small engine repair, and medical assistant are the other vocational areas covered. CE 017 554 is the final report of the project to develop the modules.) (JH)

ED 158 143 CE 017 793

Aluminum, Iron and Steel, and Foundry Industries. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.-Bull-1955-39
Pub Date-78
Note-24p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, *Foundries, Information Sources, Job Skills, Job Training, *Metal Industry, *Occupational Information, Occupational Mobility, Promotion (Occupational), Salaries, Wages, Work Environment
Identifiers-*Aluminum Industry

Focusing on occupations in the various metal industries, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include occupations in the aluminum industry, occupations in foundries (patternmakers, molders, coremakers), and occupations in the iron and steel industry. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

Stone, Vernon A.

Broadcast News Staff Sources and Turnover: Implications for Educators.

Pub Date-Aug 78
Note-14p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (21st, Seattle, Washington, August 13-16, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Broadcast Industry, *Broadcast Television, *Career Opportunities, Educational Counseling, *Employment Opportunities, Higher Education, Job Market, Journalism, *News Media, *Occupational Surveys, *Radio, Relocation

To evaluate the job market for college graduates in the field of broadcast news, a study was designed to provide an up-to-date assessment of turnover and staff sources and to ascertain the number of job openings over a one-year period, as well as the sources of people hired for those positions in various types of broadcast news operations.

Questionnaires were mailed to all 635 nonsatellite commercial television stations and a sample of 940 commercial radio stations; 68% of the television and 49% of the radio news operations responded. Results were categorized by market and region. The study revealed that turnover rates were lowest in major markets and highest in the smaller market categories; that, of those hired in the preceding 12 months, about a fourth for television and third for radio were just out of school; that television stations in the top 50 markets hired a lower percentage of their newcomers directly from college; that regional differences were minor, with the midwest the most receptive to graduates; and that the majority of hiring of recent graduates was done by a relatively small number of stations. (MAI)

ED 158 321 CS 204 317

Moore, Roy L. Moschis, George P.

Consumer Information Use: Individual Vs. Social Predictors.

Pub Date-Aug 78

Note-29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Age Differences, Attitudes, *Behavior Patterns, *Consumer Economics, Economic Factors, *Females, Individual Characteristics, *Information Seeking, *Predictor Variables, Purchasing, *Social Factors, Social Relations

A study of women's information-seeking behavior with regard to the purchase of cosmetics was conducted to determine the effects on their behavior of six individual variables (ambiguity about cosmetic products, price consciousness, income, amount of money spent on cosmetics, age, and education) and six social variables (perceived social utility of cosmetics, interest in interpersonal discussion about cosmetics, amount of personal interaction engaged in, comparative interest in cosmetics, perception of similarity of product preferences to those of friends, and role in transmitting information to others). The subjects were 206 respondents who completed questionnaires randomly distributed to women users of cosmetics in Madison, Wisconsin. Analysis of the results indicated that the strongest predictors of information-seeking behavior among the individual variables were ambiguity about cosmetic products, age, and education, and that the strongest predictors among the social variables were perceived social utility of cosmetics, interest in interpersonal discussion about cosmetics, and perception of similarity of product preferences to those of friends. (Tables of results are provided.) (GW)

ED 158 481 EC 111 856

de Noronha, Mario de Noronha, Zelia Elisabeth Feliciano

Family Involvement Makes Education More Economic.

Pub Date-Jun 78
Note-30p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Academic Achievement, Cost Effectiveness, Developing Nations, Elementary Secondary Education, *Family Involvement, *Foreign Countries, *Handicapped Children, *Mainstreaming, Parent Teacher Cooperation, *Program Effectiveness, *Special Schools, Student Adjustment, Student Placement
Identifiers-*Portugal

Some normal and special schools in Portugal were surveyed to test the hypothesis that integration of the handicapped child in normal schools and society is more effective than education in special schools. Data was collected on students' social achievement, psychological adjustment, academic performance, financial costs, family involvement, and therapist and teacher relationship with families. From profiles of eight handicapped children it was concluded that integration is cheaper, socially and psychologically better, and requires fewer technicians, special buildings, and equipment than special schools. (Author/SBH)

ED 158 590 FL 009 697

Jackson, Martha And Others
Jack Nic'ana'ilyel (Jack is Jumping).
Alaska Univ., Fairbanks. Alaska Native Language Center.
Pub Date-Apr 77
Note-17p.
Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701 ($.75)
Language-Athapascan
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Alaska Natives, American Indian Languages, *Athapascan Languages, *Childrens Literature, Cultural Background, Elementary Education, *Instructional Materials, *Language Instruction, Primary Education, Reading Instruction, *Reading Materials, Textbooks, Uncommonly Taught Languages

Identifiers-*Ahtna Athapascan, Alaska

This illustrated reader contains a story written in Ahtna Athapascan. It is intended for children on the elementary level beginning Ahtna Athapascan as a second language. (NCR)

ED 158 013 CE 017 343

Guidelines on Pregnancy and Work. Research Report.
American Coll. of Obstetricians and Gynecologists, Chicago, Ill.
Spons Agency-National Inst. for Occupational Safety and Health (DHEW/PHS), Rockville, Md.
Pub Date-Sep 77
Contract-210-76-0159
Note-82p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Employment Practices, *Environmental Influences, Federal Legislation, *Guidelines, Gynecology, Health Guides, Health Needs, Health Programs, Job Placement, Occupational Diseases, Perinatal Influences, Physiology, *Pregnancy, Prenatal Influences, *Safety, Special Health Problems, Work Environment, Work Experience, *Working Women
Identifiers-Occupational Safety and Health Act

Presented in seven sections, these guidelines developed largely by physicians are designed to protect the pregnant worker's health. As defined in section I, the guidelines seek to aid the pregnant worker's physician to develop recommendations for job placement, work continuation during pregnancy, and return to work following delivery. In section II health and job-related problems, pregnancy-related disability, and other issues are addressed. It is noted that despite legislation, such as the Occupational Safety and Health Act, problems remain. Peri-conceptional hazards are considered in section III; section IV discusses the physician's assessment of the patient's work and occupational environment. A sample form to aid assessment is included. Section V explores alternative physician recommendations for the worker's job fulfillment. A chart of toxins and effects is presented. Section VI examines physiological changes by trimester, followed by a systems review of normal pregnancy, complications, and environmental factors. The appendixes contain references, suggested readings, and contact addresses for the National Institute for Occupational Safety and Health, the Occupational Safety and Health Administration, state designated agencies, medical schools, and professional associations. Data and examples of women's occupational exposures, a glossary of occupational medicine terms, and an index for the guidelines are also appended. (CSS)

ED 158 049 CE 017 500

Bishop, Helen And Others

Kentucky Consumer & Homemaking Education. Child Development. Curriculum Guide, Comprehensive Courses.

Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.; Kentucky Univ., Lexington. Instructional Materials Lab.
Pub Date-Jul 72
Note-199p.; Not available in hard copy due to reproducibility problems. For related documents see CE 017 459-560 and CE 017 496-506
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Adoption, Birth, Career Education, *Child Care, Child Care Occupations, *Child Development, *Child Rearing, *Children, Child Welfare, Community Agencies (Public), Curriculum Guides, Day Care Services, Discipline, Employment Opportunities, *Growth Patterns, Infants, Instructional Materials, Performance Based Education, Play, Pregnancy, Reproduction (Biology), Secondary Education
Identifiers-Babysitting, Kentucky, Postnatal Care

Intended for use by teachers on the junior high and high school levels, this curriculum guide, which is one in a series of guides for consumer and homemaking education in Kentucky, outlines three courses in the area of child development. The seventh grade level unit discusses young children, their development, and babysitting for them, including safety practices; the comprehensive I level unit covers the growth and development of young children, the influence of others on them, the importance of play, their daily care and discipline, and community agencies which care for children of working parents; and the comprehensive II level course treats the subjects of reproduction; pregnancy; childbirth; community agencies that provide help during pregnancy, childbirth, and adoption; postnatal care; infant development; and job opportunities in the child development area. For each unit, major concepts are identified as well as behavioral objectives which are stated in terms of student competencies, and the specific teaching strategies are accompanied by references to outside resources (primarily books and pamphlets) and supporting generalizations. Unit 1, which is to be used in the seventh grade, requires two to three weeks for completion while the comprehensive level units need four to six weeks each. A separate publication (CE 017 499) outlines a semester course on the same subject, and the appendix to the entire series (CE 017 496) includes activities for each instructional unit. (ELG)

National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module IX. Musculoskeletal.

National Highway Traffic Safety Administration (DOT), Washington, D. C.
Report No.-DOT-HS-802-446
Pub Date-77
Note-67p.; For related documents see CE 017 514-529; The student text and workbook will be available separately
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 050-003-00288-7)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Anatomy, Behavioral Objectives, Clinical Experience, Course Content, Curriculum Guides, *Emergency Squad Personnel, Injuries, Job Skills, *Job Training, Learning Activities, Lesson Plans, Medical Treatment, Paramedical Occupations, Physiology
Identifiers-*Musculoskeletal System

This instructor's lesson plan guide on the musculoskeletal system is one of fifteen modules designed for use in the training of emergency medical technicians (paramedics). Five units of study are presented: (1) the major bones, joints, and muscles of the body; (2) patient assessment of a musculoskeletal injury; (3) pathophysiology and management of musculoskeletal injuries (fractures, dislocations, sprains, and strains to various bones and joints); (4) the procedures for the use of the various splinting devices; and (5) clinical experience in the emergency department. Each unit contains these elements: behavioral objectives, teaching procedures, a content outline, demonstration outline, and needed equipment and materials. Skill evaluation sheets are provided. (It is suggested that each module can be presented individually or combined with other modules to construct a course for a selected group of students. CE 017 514 is a course guide for use in planning and implementing the total training program.) (JH)

ED 158 189 CG 012 766

Paul, Waters C. Caro, Paul W.

The Eufaula Adjustment Center: A Progress Report.

Human Resources Research Organization, Alexandria, Va.
Spons Agency-Alabama State Dept. of Mental Health, Montgomery.
Pub Date-Dec 73
Note-39p.; Some pages of the document may not reproduce clearly
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Adjustment (to Environment), *Behavior Change, Behavior Problems, Contingency Management, Individual Development, *Individualized Programs, *Mental Illness, Program Descriptions, Programed Instruction, Program Evaluation, Reinforcement, *Residential Programs, Therapeutic Environment, Young Adults

The first year of operation of the Eufaula Adjustment Center, a residential facility of the Alabama Department of Mental Health, is described and evaluated in this report. The Center's approach is based on the concept that certain mental illnesses are the result of having learned inadequate or inappropriate coping skills and behavior rather than disease. The staff, largely nonprofessionals previously inexperienced in the field of mental health care, are selected and trained by the Center to help residents unlearn negative responses and learn new more socially and personally supportive behavior. The residents, primarily young adults, progress at their own rate through individualized programs featuring courses in vocational and personal development, individually prescribed instruction (IPI), and physical education, and recreational activities. The Center operates a token economy system with reinforcement for positive behavior. The Department of Mental Health was assisted in the development of training and treatment programs by the Human Resources Research Organization (HumRRO). (Author)

ED 158 213 CG 012 808

Costick, Rita M., Comp. And Others

Nonsexist Career Counseling for Women: Annotated Selected References and Resources. Part II.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-31 Jan 78

Contract-300-77-0535

Note-36p.; For related document see CG 012 807

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Annotated Bibliographies, *Career Education, Curriculum Development, Educational Programs, *Females, Job Training, *Professional Personnel, Professional Training, *Sex Fairness, *Vocational Counseling, *Working Women

This two-part bibliography on nonsexist career counseling for women is designed to provide resources for counselors, counselor educators, teachers, and others desiring to facilitate positive, nonstereotyped career awareness and development of women at secondary and postsecondary educational levels. Adolescent and adult women seeking career counseling resources should also find specific sections useful. Materials were selected primarily for their direct relevance to women's educational equity in the realm of career counseling, for their recency, and for their accessibility to potential users. The second part, presented here, provided resources on women and work, women in specific occupations and professions, and programs related to women's career preparation/training. (Author)

ED 158 234 CS 004 276

Reading Instruction: Preschool and Elementary: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' March through June 1977 (Vol. 37 Nos. 9 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-78
Note-16p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Annotated Bibliographies, Auditory Discrimination, *Basic Reading, Beginning Reading, Decentralization, *Doctoral Theses, Educational Innovation, Effective Teaching, Elementary Education, Language Experience Approach, Mathematics, Music Activities, Open Education, Peer Teaching, Preschool Education, Reading Ability, *Reading Achievement, *Reading Instruction, *Reading Readiness, *Reading Research, Sex Differences, Student Teacher Relationship, Teacher Attitudes, Vocabulary Skills

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 21 titles deal with a variety of topics, including the following: the effect of music programs on reading ability; a coordinated laboratory-classroom approach to the teaching of reading; teachers' attitudes toward the language experience approach as a supplement to the basal reader; the effects of auditory discrimination training on reading readiness; reading questions in basal reading series; a comparison of a psycholinguistic and a conventional reading approach; practices of successful primary teachers of reading; relationships between teacher attitudes and verbal interaction during reading instruction; an individualized reading approach using peer teachers; possible sex differences in reading achievement of pupils from open and traditional classroom settings; students' reading and mathematics achievement before and after decentralization in selected Detroit schools; the effect of selected prereading skills on subsequent reading achievement; an approach to teaching three-year-old children to read; and children's vocabulary achievement change over summer vacation. (GW)

ED 158 255 CS 004 307

Gordon, Christine And Others
Effect of Background Knowledge on Silent Reading Comprehension.
Pub Date-Mar 78
Note-11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 1978)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Cognitive Processes, Educational Background, Grade 2, *Intellectual Experience, Knowledge Level, *Memory, Primary Education, Questioning Techniques, *Reading Comprehension, *Reading Research, Reading Skills, Recall (Psychological), Retention, *Silent Reading

The purpose of this study was to measure the influence of prior knowledge on reading comprehension. Twenty second-graders who were reading at, or not more than one year above, grade level were pretested to determine the extent of their prior knowledge about the topic they would be reading. Based on their pretest scores, the students were divided into two groups: one group had weak prior knowledge and the other had extensive prior knowledge of the topic. It was hypothesized that the group with more extensive prior knowledge would achieve better comprehension results. The study also investigated the possible influence of explicit and implicit questions on comprehension; half of the posttest questions were explicit and the others implicit. It was hypothesized that the implicit questions would be more difficult for both groups of students. Both hypotheses were substantiated. In addition, it was found that the ability to answer explicit questions did not differ significantly between the two groups of students, but those with greater prior knowledge were better at answering the implicit questions. (Author/MAI)

ED 158 277 CS 204 253

McCaleb, Joseph L.

Use of a Reinforcing Module to Maintain Linguistically-Oriented Attitudes.

Pub Date-78
Note-20p.; Research prepared at the University of Maryland
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Changing Attitudes, Educational Research, *English Education, English Instruction, Higher Education, Language Attitudes, *Language Instruction, Language Research, Linguistic Theory, *Positive Reinforcement, Program Effectiveness, *Student Teachers, *Teacher Education

Research studies indicate that beginning teachers choose instructional procedures which conflict with their methods courses and that language is the least well-taught of the English instruction components. To deal with both problems in teacher preparation, a study was devised to analyze the effects of a reinforcing module in language instruction, designed to maintain linguistically-oriented teaching attitudes in student teachers who had a background of two or more courses in linguistics. For the study, the 55 student teachers supervised through the English education office of a university participated in one of three self-instructional modules: persuasion in the English class, media study, or language instruction (the experimental condition). All of the modules required students to respond to a simulated problem by preparing both written responses to specific questions and an audio-taped response to the situation. Attitude changes were assessed through a modified version of the Language Inquiry developed by Ellen Frogner (1969). Results indicated that student teaching, in general, was not conducive to the maintenance of linguistically-oriented attitudes, and that, while course work in language studies develops these attitudes, the experimental module presented at the same time as student teaching provided adequate reinforcement of linguistically-oriented attitudes. (MAI)

Moore, Roy L. And Others

Mass Media and Interpersonal Influences on the Acquisition of Consumer Competencies.

Pub Date-Apr 78
Note-21p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, Illinois, April 25-29, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Adolescents, Age Differences, Consumer Education, Elementary School Students, Elementary Secondary Education, Family Influence, *Knowledge Level, Peer Influence, Secondary School Students, Sex Differences, *Socialization, Socioeconomic Background, Surveys, *Television Viewing
Identifiers-*Consumer Skills

To achieve competency as consumers in the marketplace, young people need to acquire specific consumer skills. To determine the influence of such socialization agents as television, family, peers, and school on the acquisition of these skills, 607 middle and high school students in Kentucky and North Carolina completed self-administered questionnaires which focused on four variables relevant to the consumer role: brand knowledge, price accuracy, consumer affairs knowledge, and socially desirable consumer role perceptions. The results indicated that consumer skills varied according to the age, sex, and social class of the respondents. Older adolescents were found to possess these skills to a greater extent than younger adolescents. Males could more accurately price products and services, had greater consumer affairs knowledge, and were more aware of socially desirable consumer behaviors than females; but females were more aware of available brands. Upper-class adolescents scored higher in all four skills than lower-class adolescents. Peers and television were the most influential socialization agents. From their peers adolescents apparently learned about the availability of brands and about consumer matters, while from television they learned perceptions of effective consumer behavior. Parents and schools, however, contributed little to the acquisition of these skills, highlighting the need for evaluating current consumer education materials and practices at school and suggesting that some consumer education efforts could be aimed at adults. (FL)

ED 158 384 EA 010 793

Bezdek, Roger

Interim Policy Options for Commercialization of Solar Heating and Cooling Systems.

Energy Research and Development Administration, Washington, D.C. Div. of Solar Energy.

Report No.-ERDA-77-62
Pub Date-Apr 77
Note-73p.; For related documents, see EA 010 789-796
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 060-000-00066-2; $2.00)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Air Conditioning, Environmental Influences, Financial Policy, *Government Role, *Heating, Legal Responsibility, *Mass Production, Motivation, Patents, *Policy Formation, *Solar Radiation, Standards, Thermal Environment, Utilities

This interim report reviews the major incentive policy options available to accelerate market penetration of solar heating and cooling (SHAC) systems. Feasible policy options designed to overcome existing barriers to commercial acceptance and market penetration are identified and evaluated. The report is divided into seven sections, each dealing with a key problem relating to the widespread use of SHAC systems: (1) economic and financial incentives; (2) solar energy/public utility interface; (3) legal and regulatory issues; (4) Energy Research and Development Administration (ERDA) patent policy; (5) building codes, standards, and warranties; (6) marketing, manpower, consumer, and environmental issues; and (7) regional aspects of the incentives program. Within each of these areas the important potential barriers to the commercialization of SHAC systems are identified, assessed, and evaluated. The most effective incentive options are evaluated and in a detailed, comprehensive appendix, each of these incentive options is analyzed in depth, and numerous other potential incentives are also discussed. Listings of state solar energy legislation enacted or proposed as of January 1977 are given in the appendix. (Author/MLF)

ED 158 450 EC 111 280

Grosek, Robert J.

Variables That Predict Success in the Acquisition of Toileting Skills. Report-78-02.

Broome Developmental Center, Binghampton, N.Y.

Pub Date-Mar 78
Note-17p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Adolescents, Childhood, *Developmental Disabilities, Exceptional Child Research, *Hygiene, *Mentally Handicapped, Prediction, *Self Care Skills, *Success Factors
Identifiers-Rapid Toilet Training

Ten developmentally delayed children and adolescents participated in a rapid method toilet training program. Ss' success in the program was correlated with 11 variables recorded prior to the inception of the program. Response to simple commands, assaultiveness, destructiveness and social age were found to correlate positively with toileting success while nonviolent self stimulation was negatively correlated with success. (Author/CL)

ED 158 512 EC 111 913

Rezmierski, Leonard R.

Northville Public Schools/Institution Special Education Program: Comprehensive Administrative Planning.

Pub Date-Jun 78

Note-10p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Educational Programs, Elementary Secondary Education, Federal Legislation, *Handicapped Children, *Institutionalized Persons, *Mainstreaming, Program Descriptions, *Public Schools

Identifiers-*Michigan (Northville)

The paper describes the Northville (Michigan) Public Schools' program for providing education to approximately 750 handicapped students living in two major residential institutions. Legislation underlying the program's development is reviewed, operation of the educational program is discussed, and statistics on program staff and students are presented. It is explained that within the public schools, four special classes have been located and mainstreamed into an existing elementary and junior high building, with four individual students having been placed within the K-12 system due to their ability levels. (Author/SBH)

ED 158 548 EC 111 949

Crowner, James M.

A U.S./Mexican Cooperative Training Program to Serve Spanish Speaking Handicapped Children.

Pub Date-Jun 78

Note-12p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Cultural Differences, *Developing Nations, *Handicapped Children, Higher Education, *Program Descriptions, Spanish Speaking, *Teacher Education, *Technical Assistance

Problems of technical assistance to special educators from developing nations are discussed, and a program of training Spanish-speaking teachers from the U.S. in Mexico is described. After listing a number of alternatives to these problems, the author concentrates on a program he developed in Jalapa, Mexico where Spanish-speaking teachers from the U.S. were placed in private Mexican homes for 8 weeks. It is explained that throughout the morning, the teachers completed courses leading toward special education certification; and throughout the afternoon, under the supervision of U.S. specialists, they worked with handicapped Mexican children. Three follow-up studies of the 4-year program are noted to indicate the success of the program. (Author/SBH)

Printing and Publishing Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.-Bull-1955-3
Pub Date-78
Note-25p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Graphic Arts, Information Sources, Job Skills, Job Training, Layout (Publications), News Reporting, *Occupational Information, Occupational Mobility, Photography, *Printing, Promotion (Occupational), *Publishing Industry, Reprography, Salaries, Technical Writing, Wages, Work Environment, *Writing

Focusing on printing and publishing occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include newspaper reporters, photographers, photographic laboratory occupations, technical writers, and various occupations in the printing and publishing industry (compositors, lithographers, photoengravers, electrotypers, stereotypers, printing press operators and assistants, bookbinders, and bindery workers). The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

Mathematics and Related Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.-Bull-1955-22
Pub Date-78
Note-17p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Accountants, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, *Finance Occupations, Information Sources, Job Skills, Job Training, *Mathematicians, *Occupational Information, Occupational Mobility, Programers, Promotion (Occupational), Salaries, Statistical Analysis, Systems Analysts, Wages, Work Environment

Focusing on mathematics and related occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include accountants, actuaries, mathematicians, programmers, statisticians, and systems analysts. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

Rogers, George W., Jr. McCann, Thomas W.
Alternatives to Individual Therapy: Some Suggested Community Resources.
Note-11p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Behavioral Counseling, *Community Resources, *Counselor Role, Family Counseling, Group Therapy, Guides, *Individual Differences, Individual Needs, Marriage Counseling, Nondirective Counseling, *Psychotherapy, *Referral, State of the Art Reviews

Individual therapy is not always the best approach with some clients. Alternate types of therapy, a different therapist, or even referral to an appropriate community agency might be more effective. Some therapists may not always be aware of the possible agencies, groups, or professionals that clients might be referred to. Therefore, this paper presents a number of viable alternatives. In addition, the authors offer some advice for the proper utilization of referral sources. (Author)

ED 158 482 EC 111 857

Tremonti, Joseph B. Reingruber, Muriel M.

Factors Contributing to Perfect Rating'' and Accreditation of Illinois State D. D. Facilities.

Pub Date-Jun 78

Note-10p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978); Quality of print may be variable

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Developmental Disabilities, *Developmental Programs, *Mentally Handicapped, *Program Effectiveness, Residential Programs, *State Programs, *Success Factors

Identifiers-*Illinois

The presentation deals with four of the factors that have made the Illinois Developmental Centers for the Retarded a success. The following four factors are discussed: (1) the philosophy that the developmentally disabled are individuals and members of society with rights and privileges due all citizens; (2) intensive staff development programs which are continuous throughout the entire career of an employee; (3) individual habilitation programs based on the concept of normalization; and (4) recognition that change must take place. (Author/SBH)

ED 158 570 FL 009 591

Goddu, Roland

Pursuing Continuing Education as a Foreign Language Teacher: An Overview. An Integrative Approach to Foreign Language Teaching: Choosing among the Options. ACTFL Foreign Language Education Series, Vol. 8.

American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date-76
Note-24p.
Available from-Not Available Separately; See FL 009 582
Document Not Available from EDRS.
Descriptors-Developmental Stages, Faculty Development, Graduate Study, *Inservice Teacher Education, Language Instruction, *Language Learning Levels, *Language Teachers, *Professional Continuing Education, Teacher Centers, *Teacher Education, *Teacher Improvement, Teaching Experience

There are many different hypotheses concerning the focus for continuing education for foreign language teachers and a range of training patterns are utilized. Many training programs emphasize graduate education as the basis for the continuing education of foreign language teachers. Teacher centers, teacher development centers, staff development cooperatives, and school-based staff developers create the possibility of using actual classroom experience as systematic learning opportunity. Significant efforts in materials development in bilingual education may have implications for foreign language education. A coherent program for experienced-teacher development should provide a statement of a comprehensive theory of pedagogy; criteria and standards for effective practice in a school and for creating (and changing) school environments; and catalogues for teacher-developed curricula. Experienced teachers are a new learner population and need new patterns for learning. Stages of language learning for a teacher who is a competent speaker are represented in a table presenting Freire's stages, Havelock's stages, and Erikson's stages. The major types of available inservice opportunities nationwide and quality control of inservice experiences are discussed. (SW)

ED 158 591 FL 009 698

Saghaniggaay Tuu Baághe Nakezkaen (Raven Sailed Around the Edge of the Ocean).

Alaska Univ., Fairbanks. Alaska Native Language Center.

Pub Date-Nov 75

Note-16p.

Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701 ($.75)

Language-English; Ahtna Athapascan

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Alaska Natives, *American Indian Languages, *Athapascan Languages, Bilingual Education, Childrens Literature, Elementary Education, *Instructional Materials, *Language Instruction, Reading Instruction, *Reading Materials, Textbooks, Uncommonly Taught Languages

Identifiers-*Ahtna Athapascan, Alaska

This illustrated reader is intended for use in a bilingual education setting and is geared towards students on an intermediate level of proficiency in Ahtna Athabascan. A traditional story is presented in Ahtna Athabascan with interlinear English translation and is followed by a free translation in English. (AM)

ED 158 144 CE 017 794

Aircraft, Missile, and Spacecraft; Office Machine and Computer; Electronics; and Motor Vehicle and Equipment Manufacturing Industries. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.-Bull-1955-40

Pub Date-78

Note-24p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Aerospace Industry, Aerospace Technology, Aviation Technology, Computers, Electronics Industry, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, *Industrial Personnel, Information Sources, Job Skills, Job Training, *Manufacturing Industry, Motor Vehicles, *Occupational Information, Occupational Mobility, Office Machines, Promotion (Occupational), Salaries, Wages, Work Environment

Focusing on occupations in various manufacturing industries, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include occupations in aircraft, missile, and spacecraft manufacturing; occupations in the electronics industry; occupations in the motor vehicle and equipment manufacturing industry; and occupations in the office machine and computer manufacturing industry. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 300 CS 204 284

Rawles, Beth

The Media and Its Effect on Black Images.

Pub Date-75

Note-46p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Bias, *Black Role, *Black Stereotypes, Commercial Television, Ethnicity, Females, Films, Males, *Mass Media, Newspapers, Programing (Broadcast), Racial Attitudes, Racism, Radio, Self Concept, *Sex Stereotypes, Social Values, Television Viewing

While the media is not directly responsible for establishing bigoted attitudes and prejudices, movies, television, radio, and print have reinforced racial prejudice and perpetuated the negative images and stereotypes of blacks in this country. Movies as early as 1902 reflect many of the early black stereotypes: the black male is stupid and lazy, obliging and obedient, or sexually aggressive and destructive, while the black female is mammy,'' a matriarch, ingenue, seductress, or more recently, tough mamma.'' Racial stereotypes and inequality in radio and television programing are reflected in the following: low employment ratio for blacks in these fields, scanty representation of the black viewpoint, lack of multi-dimensional black characterization, and the absence of ethnicity in program content. Mainstream newspapers, magazines, and advertising reflect low press coverage for blacks; when blacks are included, the tendency is to reinforce negative stereotypes, particularly in advertising. In addition, the American standard of beauty (blue eyed, blonde) and the behavioral role conveyed for women is detrimental to the black self-image. Attempts at media reform have included the establishment of a black press and movie industry, the push for affirmative action, citizen action groups, and black media ownership. (MAI)

ED 158 322 CS 204 318

Rank, Hugh

Patterns of Propaganda and Persuasion.

Pub Date-78
Note-20p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Communication Skills, *Discourse Analysis, Evaluation Criteria, *Persuasive Discourse, *Propaganda, Rhetorical Criticism, Speech Communication, Television, *Television Commercials
Identifiers-*Advertising, *Doublespeak

Because children are exposed to highly professional sales pitches on television and because the old material produced by the Institute of Propaganda Analysis is outdated and in error, a new tool for the analysis of propaganda and persuasion is called for. Such a tool is the intensify/downplay pattern analysis chart, which includes the basic intensify/downplay pattern and paragraphs discussing propaganda, persuasion, and advertising. The chart has received considerable favorable comment from scholars and from respondents outside the academic community, including the National Council of Teachers of English Committee on Public Doublespeak. As a simplified tool for analyzing any human communication (verbal, nonverbal, and symbolic), it has the virtue of making clear not only what has been emphasized in a particular pitch but also what has been deemphasized. It can be used by children as well as by such groups as Nader's Raiders and Congressional committees. (A copy of the pattern accompanies the paper.) (TJ)

ED 158 364 EA 010 762

Scherer, Jacqueline

School and Community Linkages in Socialization: Avenues of Alienation.

National Council on Crime and Delinquency, Hackensack, N.J. NewGate Resource Center.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Pub Date-Feb 78

Note-50p.; Chapter 34 of Theoretical Perspectives on School Crime, Volume I''; For other papers in this volume, see EA 010 729-768 ; Not available in hard copy due to print quality

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Behavior Theories, Change Strategies, *Delinquent Behavior, Elementary Secondary Education, *Interaction Process Analysis, Intervention, Models, *Networks, Organization, *School Community Relationship, *School Role, *Socialization, Student Alienation

One of 52 theoretical papers on school crime and its relation to poverty, this chapter is an attempt to adopt a social network model to describe linkages between the school and socialization organizations within a community, and, from this view of the social structure, to develop strategies that will promote more arrangements that are better able to meet the needs of youth and of the community at large. It is the contention of this paper that the divisiveness between the various elements of contemporary socialization systems opens up avenues of alienation for young people. The social network model of school-community relationships that this paper presents is a middle-range effort to develop a conceptual framework for understanding the contacts between different socialization organizations within a limited field. A network model offers a practical action approach to the problems of school and community socialization linkages, restoring to concerned persons some measure of control in handling the serious problems of socialization. (Author/MLF)

George, Archie A. Rutherford, William L.

Affective and Behavioral Change in Individuals Involved in Innovation Implementation.

Pub Date-28 Mar 78

Note-30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, March 27-31, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Adoption (Ideas), Affective Behavior, College Teachers, *Educational Innovation, Elementary Secondary Education, Higher Education, Models, Statistical Analysis, Tables (Data), Teacher Attitudes, Teacher Behavior, Teachers

Identifiers-*Concerns Based Adoption Model, Levels of Innovation Use, Stages of Concern about Innovation

For four years research has been conducted on the Concerns-Based Adoption Model. This model proposes a diagnostic/prescriptive process for guiding change in schools with the focus being on the individual teacher and what happens to her/him during the change process. Two important dimensions of the model are Stages of Concern about an Innovation and Levels of Use of an Innovation. Data on these dimensions have been collected from schools and teachers around the country and analyzed. This paper reports on how these dimensions were measured, the results obtained, and the implications from educators responsible for guiding change in schools. (Author)

ED 158 429 EA 010 859

Semple, Barry F. DeLellis, Anthony J.

Community Education and State Education Agencies. An Assessment of Existing and Future Roles. Community Education Advisory Council Report No. 4.

Council of Chief State School Officers, Washington, D.C.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date- 77

Contract-P00760511

Note-63p.; Appendices may not reproduce clearly

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01781-4; $2.00)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Adoption (Ideas), *Community Education, Elementary Secondary Education, Questionnaires, *State Departments of Education, State School District Relationship

Researchers asked chief state school officers in 50 states and 6 territories about their opinions of the essential components of community education, their perceptions of current and future state department roles in community education development, and their recommendations for implementation of the state roles. The 51 respondents ranked the three most important elements of community education to be a process for matching community resources with community needs; sponsorship of cooperative programs with other agencies; and use of schools as community centers. Respondents ranked the three most important current and future roles of state departments of education to be providing technical assistance to local education agencies in the design of community education programs; encouraging state education association staff to plan cooperatively with other state agencies; and establishing statewide community education goals. The three most important strategies recommended by chief state school officers for the development of community education at the state education association level were establishing a statewide community education advisory council; seeking state board of education approval of the definition, goals, and plans for community education; and seeking commitment from other state agencies to investigate the merits and feasibility of community education. (Author/JM)

ED 158 451 EC 111 306

Reinherz, Helen And Others

Developing a Tool for Assessing Social-Emotional Functioning of Preschool Children.

Pub Date-Nov 77
Grant-MH-1-R01-27458-02
Note-23p.; Paper presented at the Annual Meeting of the American Association of Psychiatric Services for Children (Washington, D.C., November 19, 1977)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Behavior Rating Scales, *Checklists, *Emotionally Disturbed, Preschool Education, *Screening Tests, *Test Construction
Identifiers-Behavior Checklist

Described are the development and field testing of the Revised 1977 Behavior Checklist, one component of a multidisciplinary batter to assess social and emotional dysfunction in populations of 4- and 5-year-old children entering kindergarten. The total screening battery is outlined and development of the 1976 Pilot Version of the Behavior checklist is reviewed. Considered are the following steps in the Revised 1977 Behavior Checklist development: item selection, pretest of the First Revision with parents of 16 children, field testing of second and third revised editions, use of the finalized instrument with parents of 750 children entering kindergarten, and utilization of clinically-based tools to evaluate validity of the checklist. Tables with statistical data are included. (SBH)

ED 158 513 EC 111 914

Mills, Pamela Jean

Influence of Early Intervention on the Social Relationship Between Mother and Infant.

Pub Date-Jun 78

Note-14p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Day Care Programs, *Developmental Disabilities, Exceptional Child Research, *Infancy, *Interaction Process Analysis, Intervention, *Mentally Handicapped, Mothers, *Parent Child Relationship

Identifiers-*At Risk (Handicap)

The study was conducted to determine the impact of day care intervention on the relationship between 60 mothers and their infants, 30 infants being at high risk for progressive, developmental retardation. Ss were divided into three groups: the high risk experimental group (HRE), the infants which were in the day care program; the high risk control group (HRC) representing the home-control group; and the general population sample (GPS). Twenty-five minutes of mother-infant interaction were recorded on videotape. Among findings were that as with the HRC group, the HRE had less overall vocalization during the taping session than did the GPS; that GPS mothers were found to vocalize more alone and to have a greater frequency of maternal vocalization; and that HRE mothers were found to interact more without toys than were the HRC mothers. (Author/SBH)

ED 157 996 CE 016 446

Wiley, Llewellyn N. Hahn, Clifford P.

Task Level Job Performance Criteria Development. Final Report.

Air Force Human Resources Lab., Brooks AFB, Tex. Occupational and Manpower Research Div.; American Institutes for Research in the Behavioral Sciences, Washington, D.C.

Spons Agency-Air Force Human Resources Lab., Brooks AFB, Texas.
Report No.-AFHRL-TR-77-75
Pub Date-Dec 77
Grant-F41609-71-C-0010
Note-59p.; Parts of document may be marginally legible due to small type
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Aviation Mechanics, Enlisted Personnel, Equipment Maintenance, *Evaluation Methods, *Job Analysis, *Job Skills, Peer Evaluation, *Performance Criteria, Predictor Variables, Radio Technology, Self Evaluation, Statistical Analysis, Tables (Data), *Task Performance, Telecommunication

This study investigated possibilities for improving identification of job performance requirements by examining job incumbent's performance on separate tasks. Three specialties were studied: 291X0, Telecommunications Operation Specialist; 304X4, Group Radio Communications Equipment Repairman; and 431X1C, Aircraft Maintenance Specialist. Incumbent's task performance was rated by incumbents, peers, and supervisors; and tests and inventories (eleven cognitive tests, Biographical Inventory, Vocational Interest Career Examination, and Forty-three Item Job Satisfaction Information blank) were administered. Air Force records were obtained to secure the following data: incumbent grade, service time, sex, education, and Aptitude Index scores. Two correlations were run between raters: correlating performance on separate tasks and correlating performance on six appraisal dimensions. Cross-rater reliabilities were low, but significant, on task assessments, and in the r .40 range on appraisal. Low correlations were found for nontask predictors such as grade, service time, and Aptitude Indexes. All measures, except training origins and task performance satisfaction, were put into regression problems to account for peer and supervisor ratings. Data suggest different factors were important for different kinds of work and for different performance appraisal dimensions. Difficult tasks (in terms of learning time) were better measured on performance. (Author/CSS)

ED 158 032 CE 017 461

Pritchard, Robert D. Shaw, James B.

Comparison of Published Measures of Job Satisfaction on a Taxonomy of Job Rewards. Final Report for Period 1 July 1975-30 September 1976.

Purdue Research Foundation, Lafayette, Ind.
Spons Agency-Air Force Human Resources Lab., Brooks AFB, Texas.; Air Force Office of Scientific Research, Arlington, Va.
Report No.-AFHRL-TR-78-21
Pub Date-Jul 78
Grant-AFOSR-76-2873
Note-27p.; For a related document see CE 016 445
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Attitude Tests, Comparative Analysis, Job Enrichment, *Job Satisfaction, Motivation, *Rewards, *Task Performance, *Taxonomy
Identifiers-*Air Force Occupational Attitude Inventory, Minnesota IRC Satisfaction Scales

A study was conducted to determine if rewards influence both the level of satisfaction a person feels towards his work and the performance exhibited by that person on the task. The study had four specific objectives: to develop a comprehensive list of job rewards; to develop, in particular, a list of rewards of an intrinsic nature; to compare published measures of job satisfaction; and to compare, in particular, the Air Force Occupational Attitude Inventory (OAI) against other measures of satisfaction. A number of sources were used in developing the taxonomy of job rewards. The final list consisted of six major categories: General Organizational Rewards, Task, Interaction with Others, Extrinsic Rewards, External Rewards, and Overall Job Satisfaction. (Within a major category there were also a number of subcategories as well as a large number of specific reward areas.) A considerable number (thirty-five) of intrinsic rewards were listed within the major category of Task,'' under the sub-categories of intrinsic rewards'' and personal control.'' Once the list of job rewards was complete, eighteen measures of job satisfaction were compared as to the degree to which they either fully or partially covered each of the major categories, subcategories, and specific reward areas. The OAI and the Minnesota IRC Satisfaction Scales were found to be the most comprehensive measures. The OAI covered 107 specific reward areas and thirteen of fifteen subcategories, while the Minnesota scales covered ninety specific reward areas and twelve of fifteen subcategories. (Author/BM)

National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module X. Medical Emergencies.

National Highway Traffic Safety Administration (DOT), Washington, D. C.

Report No.-DOT-HS-802-447

Pub Date-77

Note-98p.; For related documents see CE 017 514-529; The student text and workbook will be available separately

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 050-003-00289-5)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Alcoholism, Behavioral Objectives, Curriculum Guides, Diabetes, Drug Abuse, *Emergency Squad Personnel, Job Skills, *Job Training, Learning Activities, Lesson Plans, Medical Treatment, Paramedical Occupations

Identifiers-*Medical Emergencies

This instructor's lesson plan guide on medical emergencies is one of fifteen modules designed for use in the training of emergency medical technicians (paramedics). Ten units of study are presented: (1) diabetic emergencies; (2) anaphylactic reactions; (3) exposure to environmental extremes; (4) alcoholism and drug abuse; (5) poisoning and overdose; (6) acute abdomen; (7) genitourinary problems; (8) medical emergencies in the geriatric patient; (9) aquatic emergencies; and (10) techniques of management including nasogastric tube insertion and urinary catheterization. Each unit contains these elements: behavioral objectives, a content outline, demonstration outlines, and list of needed equipment and materials. Skill evaluation sheets are provided. (It is suggested that each module can be presented individually or combined with other modules to construct a course for a selected group of students. CE 017 514 is a course guide for use in planning and implementing the total training program.) (JH)

ED 158 088 CE 017 566

Smith, Dwight And Others

Multiple Learning Strategies Project. Building Maintenance & Engineering. Low Reader. Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-6 Dec 76
Grant-G007603808
Note-412p.; For related documents see CE 017 554-583
EDRS Price MF-$0.83 HC-$22.00 Plus Postage.
Descriptors-Buildings, Cleaning, *Learning Activities, Learning Modules, *Maintenance, Reading Difficulty, Reading Level, *Retarded Readers, Special Education, *Vocational Education, Young Adults

This instructional package is one of two designed for low reader students (those reading at a 3-6 grade level) in the vocational area of building maintenance and engineering. The forty-six learning modules are organized into three units: floor care; general maintenance tasks; and restrooms. Each module includes these elements: a performance objective page telling what will be learned, what materials are needed, and how the student will be evaluated; and job step pages which provide information needed to perform the activity and steps necessary to do the task. Illustrations are extensively used. (This document and CE 017 567 are one of four sets of learning modules on building maintenance and engineering. The other three sets are written in formats designed for educable mentally impaired, visually impaired, and regular vocational students. The modules are part of a total set of over 1,300 modules written for different student populations. Dietetic assistant, small engine repair, medical assistant, and graphics are the other vocational areas covered.) (JH)

ED 158 166 CG 012 656

Smith, Gudmund J. W. Danielsson, Anna
Psychopathology in Childhood and Adolescence as Reflected in Projected Afterimage Serials.
Spons Agency-Swedish Council for Social Science Research, Stockholm.
Pub Date- 77
Note-32p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Adolescents, *Anxiety, *Children, Clinical Diagnosis, Foreign Countries, Personality Assessment, *Psychological Testing, *Psychopathology, Research Projects, *Visual Perception
Identifiers-*Sweden

A serial visual afterimage (AI) test was administered to 136 normal and 75 anxiety-ridden children 4-16 years of age. The scoring of the AI serials involved signs of primitive functioning (size-constant and positive AIs), anxiety (large and dark AIs together with primitive AIs in older children) and process discontinuity (intermittent regressions to small, positive, or physiognomic AIs). Differences between normal and clinical children were generally highly significant in these respects. Special attention was directed to the difference between subjects with intermittent regressions to primitive functioning and subjects where regression represented a lasting functional alternative. The former subjects were more often characterized by paroxysmal or primary anxiety. (Author)

ED 158 549 EC 111 950

Foxen, Tom

Pedagogic Devices Relevant to Staff Training in Specialist Techniques.

Pub Date-Jun 78

Note-14p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Behavior Change, Conceptual Schemes, *Mentally Handicapped, *Models, Psychoeducational Processes, *Teacher Education

Education of mentally handicapped children involves developing specialist teaching methods, assessment instruments, and curricular objectives. The need for staff to use behavior modification techniques has shifted the emphasis from child training to staff training techniques. Pedagogic devices used to train staff may reflect the behavioral model including shaping, reinforcement, and social modeling. However, a psychodynamic view emphasizing symbolic play can also describe the devices used. Approaches involving advice on curriculum or room management changes are alternatives to staff training in teaching. Success by the trainee in using a new approach must be a fundamental objective. (Author/SBH)

Brenner, Robert N. Kravitz, Marjorie

Police Discretion: A Selected Bibliography.

Aspen Systems Corp., Germantown, Md.
Spons Agency-National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
Pub Date-Feb 78
Contract-J-LEAA-023-77
Note-90p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Abstracts, *Administrative Policy, Annotated Bibliographies, Decision Making, *Law Enforcement, Legislation, Police, *Police Action, Police Community Relationship
Identifiers-*Police Discretion

This bibliography was compiled with two goals. The first goal is to provide police administrators and officers with an overview of the issues involved in developing guidelines for police discretion and a discussion of the options available. The second goal is to demonstrate the need for continuing dialogue and interaction between lawmakers, law enforcers and the community. The books, documents and journal articles in this bibliography are selected from the data base of the National Criminal Justice Reference Service. The entries are organized into three categories: (1) overview general information on the nature of police discretion, discussion of the need for structuring police discretion, and selected programs that provide police with formal structuring for discretionary activities; (2) sanctions restraints on discretionary actions, such as constitutional issues and legal sanctions as well as internal policies and procedures; (3) operational discretion the exercise of discretionary initiatives and the options available to the individual police officer. (Author/RF)

Garwood, S. Gray Greenberg, Roy
A Longitudinal Investigation of Self-Concept and Cognitive Performance Changes in Young Adolescents.
Pub Date- 78
Note-44p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Behavior Theories, Cognitive Ability, *Cognitive Development, Cognitive Style, *Developmental Psychology, *Junior High School Students, Longitudinal Studies, Research Projects, *Self Concept, Self Concept Tests, *Self Evaluation
Identifiers-*Piaget (Jean)

The relationship between self-concept and level of cognitive development were examined. It was hypothesized that level of cognitive development would predict self-concept response style, and that less cognitively mature young adolescents would have higher self-concept scores. The original subjects were 91 seventh graders who responded to two objective self-concept scales, to Piaget's pendulum and balance beam problems, and to a permutation problem. The data, analyzed by a multiple regression technique, indicated that cognitive level was a significant predictor of self-concept response style. Multivariate ANOVA's provided support for the remaining hypotheses. The less cognitively mature seventh-grade children scored higher on self-concept. A follow-up investigation of participants classified as both concrete thinkers and as extreme responders was conducted six months later and provided additional support for the hypotheses. These results were discussed in terms of changes in self-perceptions with increasing cognitive ability, the use of self-report scales with young adolescents, and the possibility of developing a theory of self-concept which includes Piagetian notions about the development of knowledge. (Author)

Griffith, E. H.

Minimal Competency Exam Program.

Pub Date-May 77
Note-15p.; Paper presented at the Annual Meeting of the Northern Illinois Association for Educational Research Evaluation and Development (1st, Bloomingdale, Illinois, May 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Academic Achievement, *Basic Skills, *Educational Assessment, *Educational Objectives, Language Arts, Mathematics, *Performance Based Education, Reading Skills, Senior High Schools, *Student Evaluation, *Testing Programs

The high school minimal competency examination described in this document is part one of a three-part program that requires that all students satisfactorily complete tests in reading, language arts, and mathematics prior to receiving a high school diploma. The document outlines the test development and assessment program and describes the plan for phase two, that will require junior high school students to pass a minimal competency examination before entering high school, and phase three, which will test third grade students for areas of weakness before admitting them to the intermediate level. Competency goals and objectives for the high school level are listed for (1) mathematics simple arithmetic, computation of percentages, measurement and the metric system, fractions, and the practical application of mathematics in money, budget, grocery costs, taxes, and loan interest; (2) reading filling out forms and applications, following directions, discerning fact from opinion, reading labels, road signs, contracts, and reference materials, and identifying the main idea in a paragraph; and (3) language arts following oral directions, spelling, writing checks, personal and business letters, the use of basic grammar, planning a speech, and recognizing the contextual meaning of words. (MAI)

ED 158 344 CS 502 203

Hellweg, Susan A.

Perceived Immediate Superior Credibility and Homophily as a Function of External Conflict within a Military Organization.

Pub Date-Apr 76

Note-34p.; Paper presented at the Annual Meeting of the International Communication Association (Portland, Oregon, April 1976)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Conflict, *Credibility, *Group Dynamics, Group Relations, *Military Personnel, *Problem Solving, Speech Communication, *Supervisors

Identifiers-Communications Research

Twenty-five groups, each consisting of one superior and three subordinates, participated in a problem-solving exercise to test the hypotheses that subordinates who are exposed to external conflict, in conjunction with their immediate superior, will perceive their immediate superior as more credible and more homophilous than those who are not exposed to external conflict. The groups were composed of military men who normally worked together in prescribed roles. Two thirds of the groups were exposed to the ``external conflict'' treatment while the remaining one third served as control groups and were exposed to the ``no external conflict'' treatment. A posttest measure for credibility and homophily was administered to the subordinates; no superiors completed the measure. Just prior to the administration of the posttest, a brief questionnaire was given to all subordinates to determine whether or not they perceived conflict while participating in the exercise. The results did not provide clear support for the hypotheses. No significant differences in the credibility and homophily of superiors as perceived by subordinates were found between the experimental and the control groups. (FL)

ED 158 385 EA 010 794

National Program for Solar Heating and Cooling of Buildings. Project Date Summaries. Vol. I: Commercial and Residential Demonstrations.

Energy Research and Development Administration, Washington, D.C. Div. of Solar Energy.

Report No.-ERDA-76-127

Pub Date-Aug 76

Note-332p.; For related documents, see EA 010 789-796; Not available in paper copy due to small print of original document; Photos may not reproduce ; Prepared by Systems Consultants, Inc., Washington, D.C.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 060-000-00012-3; $2.35)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Air Conditioning, Climatic Factors, *Data Collection, *Demonstration Projects, Energy Conservation, Equipment Standards, Federal Aid, Government Role, *Heating, Models, *National Programs, Performance Specifications, Program Descriptions, *Solar Radiation, Thermal Environment

Three volumes present brief abstracts of projects funded by the Energy Research and Development Administration (ERDA) and conducted under the National Program for Solar Heating and Cooling of Buildings through July 1976. The overall federal program includes demonstrations of heating and/or combined cooling for residential and commercial buildings using available equipment and later incorporating technological advancements directed at improved efficiency and reduced cost or procurement and operation. Volume I presents brief descriptive overviews of the design and operating characteristics of the solar heating and cooling systems and of the structures themselves. Also included are available pictures of the buildings and sketches of the solar energy system. (Author/MLF)

Tremonti, Joseph B. Reingruber, Muriel M.

Content, Methods, and Techniques for Pre-Vocational Services to the Mentally Retarded.

Pub Date-Jun 78
Note-12p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978); Quality of print may be marginal
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Curriculum Design, Evaluation Methods, *Mentally Handicapped, *Prevocational Education, *Program Descriptions, Program Development, Vocational Adjustment

Based on the premise that there is a difference between intelligence and trained ability, the paper deals with developing a prevocational program for the mentally retarded in which specific skill training is provided so the client can eventually have gainful employment in a work activity center, sheltered workshop or industry. Four major factors are considered: improving basic work skills for more adequate vocational adjustment, creating a positive attitude toward work, reducing the chance of job failure, and improving social development thereby raising the level of employability. The discussion includes the use of standardized instruments for assessment, developing programs, and evaluating. (Author/SBH)

The Hmong Language: Sentences, Phrases and Words. General Information Series, No. 15. Indochinese Refugee Education Guides.

Center for Applied Linguistics, Arlington, Va.
Pub Date-78
Note-47p.; For related document, see FL009667
Available from-National Indochinese Clearinghouse, Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209 (free, supply is limited).
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Adult Education, Alphabets, Grammar, *Indochinese, *Language Instruction, Nominals, Number Concepts, Orthographic Symbols, Phrase Structure, Pronouns, *Refugees, Romanization, Second Language Learning, *Sentence Structure, Syntax, Tone Languages, Uncommonly Taught Languages, Verbs, *Word Lists
Identifiers-*Hmong, Laos

This guide is intended to familiarize Americans with the basic structure of Hmong sentences and with words or phrases that may be useful with Hmong refugees. Hmong is represented in the Romanized Popular Alphabet. Following a general discussion of pronunciation and tone in Hmong, the structure of basic, compound, and complex sentences is discussed. Section three presents expressions commonly found in Hmong relating to proper names, titles, kinship terms, pronouns, numbers, units of measurement, time, and other conversational expressions. Three Hmong dictionaries available in the United States are listed and described. Finally, a list is provided of nine leading figures in Hmong political life over the past twenty years, with a brief explanation of their place in Hmong history. (AM)

ED 158 014 CE 017 344

Sebring, Penny A.
How to Develop and Evaluate an Adult Competency Curriculum.
Pennsylvania State Univ., University Park. Coll. of Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
Pub Date-78
Note-42p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Administrator Guides, *Adult Basic Education, Adult Education, Annotated Bibliographies, *Basic Skills, Community Resources, Consumer Economics, *Curriculum Development, *Curriculum Evaluation, Curriculum Guides, *Educational Objectives, Health Education, Legal Education, Occupational Information, *Performance Based Education, Program Costs, Program Planning, Teacher Education, Teacher Evaluation
Identifiers-Adult Performance Level

This handbook is offered as a guide and resource for Adult Basic Education (ABE) curriculum development in the area of adult competencies and coping skills. It addresses sixty-five Adult Performance Level (APL) objectives identified in a previous study. Following a brief introduction, steps for organizing the curriculum begin in section 2 with identifying and dividing staff responsibilities. The functions of selecting, organizing, and validating competencies are examined in section 3; selection of APL objectives and a skills matrix are proposed as an organizational approach. In the fourth section, eight checklist questions are provided for writing instructional materials. Section 5 suggests (1) two types of curriculum evaluation be performed (formative and summative) and (2) four types of measures be considered (attitude questionnaire and criterion referenced tests for students and curriculum strengths and weaknesses questionnaire and curriculum utilization checklist for teachers). In section 7 orientation and feedback are discussed in relation to teacher training and evaluation. In section 8 typical expense categories are presented. Appendixes contain APL objectives (for consumer economics, occupational knowledge, community resources, government and law, and health) and annotated lists of commercial materials, curriculum guides, and evaluation resources. Sample student and teacher questionnaires are also included. (CSS)

ED 158 050 CE 017 501

Waldrop, Suzanne H.

Kentucky Consumer & Homemaking Education. Management-Consumer Education. Curriculum Guide, Comprehensive Courses.

Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.; Western Kentucky Univ., Bowling Green. Dept. of Home Economics and Family Living.
Pub Date-Jul 72
Note-153p.; Not available in hard copy due to reproducibility problems; For related documents see CE 017 459-460 and CE 017 496-506
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Career Education, Community Resources, *Consumer Economics, Consumer Education, Curriculum Guides, Decision Making, Economic Factors, Employment Opportunities, Family (Sociological Unit), *Family Life, Family Life Education, *Family Management, Family Resources, Family Role, *Home Management, Instructional Materials, *Money Management, Peer Influence, Performance Based Education, Purchasing, Secondary Education, Teenagers
Identifiers-Kentucky

Intended for use by teachers on the junior high and high school levels, this curriculum guide, which is one in a series of guides for consumer and homemaking education in Kentucky, outlines three courses in the area of management-consumer education. The junior high unit acquaints the student with the concepts of decision making and assessing available resources and introduces him to influences on consumer behavior; the comprehensive I level unit emphasizes the managerial process as it relates to personal decision making and implementation and deals with the teenager as a consumer; and the comprehensive II level unit focuses on the larger unit of the home and family (family decision making, life styles, resources, and financial planning), develops the idea of the multiple role of the homemaker, and discusses job opportunities in the management-consumer education area. For each unit, major concepts are identified as well as behavioral objectives which are stated in terms of student competencies, and the specific teaching strategies are accompanied by references to outside resources and supporting generalizations. Unit 1, which is to be used in the eighth grade, requires two to three weeks for completion while the comprehensive level units need four to six weeks each. A separate publication (CE 017 502) outlines a semester course on the same subject, and the appendix to the entire series (CE 017 496) includes activities for each instructional unit. (ELG)

ED 158 109 CE 017 759

Factory Production Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.-Bull-1955-4

Pub Date-78

Note-25p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Assembly (Manufacturing), Electricians, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Environmental Technicians, Equipment Maintenance, Information Sources, Job Skills, Job Training, Machine Repairmen, *Manufacturing Industry, *Occupational Information, Occupational Mobility, Production Technicians, Promotion (Occupational), Salaries, Supervisors, Wages, Work Environment

Focusing on factory production occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include assemblers, blue collar worker supervisors, boilermaking occupations, boiler tenders, electroplaters, industrial machinery repairers, inspectors (manufacturing), maintenance electricians, millwrights, power truck operators, production painters, stationary engineers, and wastewater treament plant operators. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 127 CE 017 777

Public Utilities Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.-Bull-1955-23
Pub Date-78
Note-21p.; Photographs in this document may not reproduce well; For related documents see CE 017 756-797
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Electrical Occupations, Electricians, Electronics, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Equipment Maintenance, Information Sources, Job Skills, Job Training, *Occupational Information, Occupational Mobility, Promotion (Occupational), Public Relations, Salaries, Telecommunication, *Telephone Communications Industry, Telephone Communication Systems, *Utilities, Wages, Work Environment

Focusing on public utilities occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include occupations in the electric power industry, power plant workers, transmission and distribution occupations, customer service occupations, and occupations in the telephone industry (telephone crafts occupations, central office equipment installers, line installers, cable splicers, telephone and PBX installers/repairers, and telephone operators). The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 235 CS 004 277

Reading Instruction: Preschool and Elementary: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," October through December 1977 (Vol. 38 Nos. 4 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-78
Note-16p.; Several poems were removed due to copyright restrictions
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Annotated Bibliographies, Art Education, Audiovisual Instruction, *Basic Reading, Composition Skills (Literary), Computer Assisted Instruction, Cross Age Teaching, *Doctoral Theses, Elementary Education, Individual Instruction, *Language Experience Approach, Memory, Phonics, Preschool Education, *Reading Achievement, Reading Comprehension, *Reading Instruction, Reading Material Selection, Reading Readiness, *Reading Research, Reading Skills, Self Concept, Student Motivation, Vocabulary

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 19 titles deal with a variety of topics, including the following: the effects on self concept and reading achievement of an art program and an activity-based reading program; children's selection of trade books; two approaches for implementing the language experience approach in beginning reading instruction; vocabulary used in written directional statements in basal reading workbooks; the effects on reading achievement of a computer-assisted instructional program, the Individually Guided Education Program, and visual sequential memory training; the effect of instructional method on children's word identification responses; children's preferences for illustrations in basal reading materials; a cross-age teaching experiment; effects of experience-related reading instruction on written expression; effects of conservation training on reading readiness; elementary grade instructional components of Philadelphia reading plans; vocabulary words used in children's language experience stories; and the effectiveness of automated instruction in increasing pupils' skill in phonetic decoding. (GW)

ED 158 278 CS 204 258

Gulland, Douglas L.

Scola Survey: A Survey of the Teaching of Language Arts in the Upper Stages of Scottish Primary Schools. Interim Report to Schools.

Scottish Central Committee on Primary Education.

Pub Date-Dec 75

Note-44p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Basic Reading, Class Activities, Composition (Literary), *Educational Practice, Elementary Education, *English Curriculum, Foreign Countries, *Language Arts, Language Usage, *Learning Activities, Listening, *National Surveys, Poetry, Reading, Reading Materials, Records (Forms), Speaking, Spelling, *Student Projects

Identifiers-*Scotland

In 1974 a one-week survey was conducted to determine existing practices in the teaching of language arts in Scottish upper primary schools. A total of 207 schools participated. This report first discusses the background of the survey, explains the survey design and the ways information was obtained, and presents an example of the type of diary record that was kept by teachers to provide information for the survey. It then presents tables showing results of the survey with regard to activities involving reading, writing, language usage, spelling, listening and speaking, poetry, undifferentiated language arts, and all language arts. The tables indicate the percentage of all classes that undertook each activity during the survey week, as well as how much time per child was devoted to the activity; explanatory notes are provided for each table. The report offers a summary discussion, findings related to project work in the language arts, and a report of the frequency of use of various reading series. An appendix provides information about the pilot stages of the survey, the sampling, and the statistical methods used and lists the themes of class projects that were ongoing during the survey week. (GW)

ED 158 301 CS 204 285

Palmer, Cynthia

Indian River County Environmental Education Instructional Guide: Language Arts, Seventh Grade. Pilot Edition.

Indian River County Board of Public Instruction, Vero Beach, Fla.

Spons Agency-Florida State Dept. of Education, Tallahassee. Office of Environment Education.

Pub Date-75

Note-42p.; For related documents, see CS204285-287

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Conservation (Environment), *Discovery Learning, English Curriculum, *English Instruction, *Environmental Education, Grade 7, Junior High Schools, *Language Arts, *Learning Activities, *Responsibility, Teaching Guides

As part of a language arts series for kindergarten through grade nine, this seventh grade guide examines environmental values, concepts, and problems according to a common conceptual scheme: all living things, including humans, are interrelated and interdependent; heredity and environment interact to determine the characteristics of an organism and therefore a population; living things and environments are in a continuous state of change; the world has finite resources and almost infinite demands are made on these resources; and each individual, as an agent of change, has a responsbility to the environment. The guide emphasizes the discovery process of observation and offers a series of environmental activities in the language arts areas of biography, creative writing, journalism, oral communication, poetry, reading, the short story, and spelling. The guide includes background information, a teacher outline, and task sheets for the students. (MAI)

ED 158 365 EA 010 763

Shlien, John M. Duggan, Hayden A.
Alternative School: Big Lessons from a Small Place.
National Council on Crime and Delinquency, Hackensack, N.J. NewGate Resource Center.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Pub Date-Feb 78
Note-53p.; Chapter 35 of Theoretical Perspectives on School Crime, Volume I''; For other papers in this volume, see EA 010 729-768 ; Best copy available
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Alternative Schools, *Child Care, *Cross Age Teaching, *Delinquent Behavior, *Disadvantaged Youth, Educational Alternatives, Elementary Secondary Education, *Empathy, Paraprofessional Personnel, School Vandalism, Skills, Violence

One of 52 theoretical papers on school crime and its relation to poverty, this chapter describes the Childcare Apprenticeship Program at a special day school for 50 adolescents operating under the auspices of the Harvard Graduate School of Education. The program is a three-year, cross-age experiment that paired troubled adolescents and children from deprived neighborhoods. The theoretical focus of the program was empathy the encouraging of empathic responding between adolescent and child as a double-benefit'' experience for both. The program has established the preventative value of cross-age childcare as a means of increasing self-esteem, feelings of competence, and empathy for others in formerly delinquent or disturbed youth. (Author/MLF)

ED 158 409 EA 010 836

McCluskey, Lawrence

Class Size or Mode of Instruction: What Makes the Difference in Classroom Process?

Pub Date-Jun 78

Note-14p.; Paper presented at the Canadian School Trustees' Association Congress on Education (1st, Toronto, Ontario, June 17-21, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Academic Achievement, Class Activities, *Class Size, Elementary Secondary Education, Tables (Data), Teaching Methods

Identifiers-*Indicators of Quality

Research into the question of class size has produced varied findings regardless of the nature of the dependent variable(s) used in the study (achievement, attitude, teacher behavior, or whatever). Thus, it is possible to either support or oppose smaller class sizes to achieve some educational end and to cite research to support one's position. This situation has led to teachers' organizations, school divisions, legislators, and researchers scurrying about to locate research findings to support their espoused positions, often with political, rather than educational, goals in mind. One frequently quoted piece of research on class size and the educational process was conducted during the development of the classroom observation instrument, Indicators of Quality. This research supports smaller class size as a means to the goal of improved classroom process.'' However, using an alternate analysis technique on the same data, it can be shown that mode of classroom instruction is the principal variable that affects the classroom process score. This paper investigates the shift in findings generated by the alternative analysis technique. (Author)

ED 158 452 EC 111 311

Fenton, Kathleen S. And Others

Recognition of Team Goals: An Essential Step Toward Rational Decision Making.

Connecticut State Dept. of Education, Hartford. Bureau of Pupil Personnel and Special Education Services.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Innovation and Development.

Pub Date- 76

Note-17p.

EDRS Price MF-$0.83 HC-$1.07 Plus Postage.

Descriptors-Cooperative Planning, Decision Making, Elementary Secondary Education, Exceptional Child Research, *Handicapped Children, *Interdisciplinary Approach, Legal Responsibility, *Student Placement, *Teamwork

Examined with the placement teams of 230 handicapped students was the assumption that pupil programming team members drawn from the spectrum of school staffing hierarchy will agree on the goals of the team or be fully knowledgeable about the team's legally assigned responsibilities. Over 60% of the teams surveyed had less that a 3/4 majority of their members who recognized the team's responsibility to make specific decision. More administrators and support personnel recognized team responsibilities than do instructional personnel. (Administrative remedies are considered.) (Author/SBH)

ED 158 514 EC 111 915

Oden, Sherri
Coaching Children in Social Skills for Positive Peer Relations.
Pub Date-[illegible]
Note-14p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Cultural Differences, Disadvantaged Youth, Elementary Secondary Education, *Interpersonal Competence, *Minority Groups, *Peer Acceptance, *Peer Relationship, Research Reviews (Publications), *Socialization

The paper points out the problem of social isolation and rejection experienced by individual children or minority groups who lack particular knowledge and skills. Social isolation is conceptualized as a social process in development. Inclusion and exclusion skills are discussed in terms of the implications for peer interaction and relationships among children who differ in values, skills, and personal experience. It is proposed that special education presents a challenge to educators and researchers to help children achieve positive peer relations in the classroom. Several research projects are presented in which social skills, peer relations, and intervention methods were investigated. A study on children's literature and social learning receives major focus. The investigator's research on coaching social skills is evaluated for application by educators. (Author/SBH)

ED 158 550 EC 111 951

Edge, Denzil

Social Learning Based System for Parent Training.

Pub Date-Jun 78
Note-11p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Behavior Change, *Behavior Problems, *Change Strategies, *Learning Theories, Operant Conditioning, *Parent Education, Parent Responsibility, *Training Techniques

The effective use of parents as behavior change agents in the modification of their children's behavior is discussed. Identified are four parent training steps: (1) parents learn to identify and record specific behaviors: (2) parents learn through consultation and reading how to effect behavior change: (3) parents count behaviors, note behavioral consequences, and specify a member of the family to deliver the consequence; and (4) parents collect data and learn how to maintain the changed behavior. Two case studies demonstrate the use of these steps in effecting behavior change. It is noted that parent training in small groups is more effective and efficient than individual parent training. Home settings for the parent training programs are seen to be more advantageous because this is where the behaviors occur and where the change is expected. (PHR)

Steinberg, A. And Others
Multiple Learning Strategies Project. Building Maintenance & Engineering. Low Reader. Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-7 Jan 77
Grant-G007603808
Note-357p.; For related documents see CE 017 554-583
EDRS Price MF-$0.83 HC-$19.41 Plus Postage.
Descriptors-Buildings, Cleaning, *Learning Activities, Learning Modules, *Maintenance, *Reading Difficulty, Reading Level, Repair, Retarded Readers, Special Education, *Vocational Education, Young Adults

This instructional package is one of two designed for low reader students (those reading at grade level 3-6) in the vocational area of building maintenance and engineering. The forty-four learning modules are organized into eleven units: chalkboards; carpet care; office cleaning; grounds; sanitation; boiler maintenance and operation; power and hand tools; cabinet construction; repair of damaged furniture; windows; and door maintenance. Each module includes these elements: a performance objective page telling what will be learned, what materials are needed, and how the student will be evaluated; and job step pages which provide information needed to perform the activity and detail the steps necessary to do the task. Illustrations are extensively used. (This document and CE 017 566 are one of four sets of learning modules on building maintenance and engineering. The other three sets are written in formats designed for educable mentally impaired, visually impaired, and regular vocational students. The modules are part of a total set of over 1,300 written for different student populations. Dietetic assistant, small engine repair, medical assistant, and graphics are the other vocational areas covered.) (JH)

ED 158 167 CG 012 657

Smith, Gudmund J. W. Danielsson, Anna

Depressive Tendencies in Childhood and Adolescence as Defined by Process-Oriented Experiments.

Spons Agency-Swedish Council for Social Science Research, Stockholm.
Pub Date- 77
Note-23p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Adolescents, *Anxiety, Children, *Clinical Diagnosis, *Depression (Psychology), Emotional Maladjustment, Foreign Countries, *Psychological Testing, *Psychopathology, Research Projects, *Visual Perception
Identifiers-*Sweden

An attempt to operationally define depressive retardation in 72 inpatients aged 4-16 used two percept-genetic tests. In a serial visual afterimage (AI) test retardation was defined as a successive reduction of AI size, and in a serial tachistoscopic presentation using the meta-contrast technique (MCT) it was seen as stereotyped repetitions of incorrect reports. These test signs correlated with each other and with clinical symptoms of depression. MCT stereotypy was associated in early school-age with signs suggesting a previous narcissistic injury. AI retardation was also evident in a normal group, particularly at age levels characterized by subjective expansion and anxiety. Depressive retardation, considered as an anxiety-curbing measure, can be observed down to the age of seven. (Author)

ED 158 323 CS 204 319

McKenzie, Hope Bussey

Care and Feeding of the Non-English Major: Three Years Later.

Pub Date-77
Note-7p.; Paper presented at the Annual Meeting of the College English Association (8th, San Antonio, Texas, March 31-April 2, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Business Education, *Communication Skills, *Composition (Literary), Course Descriptions, *English Instruction, Higher Education, *Interdisciplinary Approach, Language Skills, *Technical Writing, Writing Skills

An English course tailored to the needs of non-English majors has been developed and implemented at West Texas State University. Students from the business world as well as from a wide variety of disciplines participate in the course, which empahsizes the principles of communication. In addition to a text specifically written for the course, students also study examples of the best writing produced in their fields. In the first section of the course, students study style and organizational devices and then write commentary on these elements as they appear in publications recommended by each student's departmental advisor. Reading techniques are also stressed. In the second section of the course, students use the textbook's rhetoric chapters to choose a method of approach and then produce two reviews. The aim is to complete a perfect paper. In the final section, each student has to write one research paper, a detailed report, a speech or script, and an article. Final copies are not marked, but rated as acceptable; good, but in need of revision; or unacceptable. The course teaches that clarity and precision are the most valuable aspects of language and that these qualities are essential to professionals in all fields. (FL)

ED 158 430 EA 010 860

Lippincott, Kenneth Radig, John
How to Identify Community Leaders, Problems, Resources: A Model Guidebook. Resource Materials and Training Aids. Second Revision.
Educational Improvement Center, Pitman, N.J.
Pub Date-74
Note-65p.
Available from-Kenneth B. Lippincott, 3535 Quakerbridge Road, Trenton, New Jersey 08619
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Community Leaders, Community Resources, Community Surveys, Elementary Secondary Education, Guidelines, Identification, Questionnaires, School Community Relationship

This package has been developed as a resource guide and training aid to assist school administrators who want to improve school-community relations, to involve people meaningfully in decision-making, and to create learning experiences of quality in the community's lifelong educational process. The guidebook lists steps for identifying formal and informal community leaders, community problems, and community resources. A detailed plan is outlined for recruiting, training, and supervising volunteer interviewers. These interviewers conduct short interviews with those in formal community leadership positions and those with less formal influence. Interviewers ask community leaders to list helpful, successful, and representative community people. Respondents are also asked to identify important local problems as well as resources that should be used in dealing with community problems. Information gathered can be used to improve school-community communications, to facilitate change, to orient new administrators, to provide current information about communities undergoing rapid growth, and to select advisory committee members. The appendix includes copies of survey forms and data tabulation forms. (Author/JM)

ED 158 571 FL 009 592

Frechette, Ernest A. And Others

Directions of Research in the 1970's. An Integrative Approach to Foreign Language Teaching: Choosing among the Options. ACTFL Foreign Language Education Series, Vol. 8.

American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date-76
Note-45p.
Available from-Not Available Separately; See FL 009 582
Document Not Available from EDRS.

Descriptors-Educational Research, Language Instruction, *Language Research, Research Design, Research Methodology, *Research Needs, Research Problems, Research Projects, *Research Reviews (Publications), *Second Language Learning

A compilation of more than 300 studies completed since 1970 is presented in an effort to determine and analyze the topical areas that have interested foreign language researchers, the designs and methodologies they have utilized, and the educational milieu in which research is being done. A review was made of a number of studies that have appeared in ERIC, professional journals that are easily accessible to teachers, and Dissertation Abstracts.'' Personal correspondance provided a sampling of the varieties of studies currently in progress. The following topics are also discussed: current constraints upon foreign language research, relevance of research to the classroom teacher, needed research, need for making research meaningful, and need for reporting results. Some foreign language education programs offering a research course(s) for their graduate students are briefly described. (SW)

ED 158 069 CE 017 525

National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module XI. Obstetric/Gynecologic Emergencies.

National Highway Traffic Safety Administration (DOT), Washington, D. C.
Report No.-DOT-HS-802-448
Pub Date-77
Note-80p.; For related documents see CE 017 514-529; The student text and workbook will be available separately
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 050-003-00290-9)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Behavioral Objectives, *Birth, Clinical Diagnosis, Clinical Experience, Curriculum Guides, *Emergency Squad Personnel, *Gynecology, Job Skills, *Job Training, Lesson Plans, Medical Treatment, Paramedical Occupations, Reproduction (Biology)

This instructor's lesson plan guide on obstetric/gynecologic emergencies is one of fifteen modules designed for use in the training of emergency medical technicians (paramedics). Six units of study are presented: (1) anatomy and physiology of the female reproductive system; (2) patient assessment; (3) pathophysiology and management of gynecologic emergencies; pathophysiology and management of obstetric emergencies; (4) techniques of management; demonstrations on normal delivery, infant cardiopulmonary resuscitation, and complications and abnormal deliveries; and (5) clinical experience in the labor/delivery suite. Some of the topics discussed are gynecological disorders, care and transportation of mother and child, breech births, prolapsed cord, multiple births, care of premature infant, definition and stages of labor, and post partum hemorrhage. Each unit contains these elements: behavioral objectives, teaching procedures, a content outline, demonstration outline, and lists of needed equipment and materials. Skill evaluation sheets are provided. (It is suggested that each module can be presented individually or combined with other modules to construct a course for a selected group of students. CE 017 514 is a course guide for use in planning and implementation of the total training program.) (JH)

ED 158 145 CE 017 795

Apparel, Baking, Laundry and Dry Cleaning, and Textile Mill Products Industries. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.-Bull-1955-41
Pub Date-78
Note-21p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Bakery Industry, Cleaning, Clothing Maintenance Specialists, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, *Fashion Industry, Information Sources, Job Skills, Job Training, *Occupational Information, Occupational Mobility, Promotion (Occupational), Salaries, Wages, Work Environment
Identifiers-*Textile Industry

Focusing on occupations in the clothing and baking industries, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include occupations in the apparel industry, occupations in the baking industry, occupations in laundry and drycleaning plants, and occupations in the textile mill products industry. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 215 CG 012 868

Forcible Rape: A Manual for Sex Crime Investigators. Police Volume III.
Battelle Memorial Inst., Seattle, Wash. Law and Justice Study Center.
Spons Agency-National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
Pub Date-Mar 78
Grant-75-NI-99-0015
Note-66p.; For related documents see CG 011 469, CG 012 763, CG 012 764, CG 012 869
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402 (Stock number 027-000-00621-3)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Court Litigation, *Crime, *Investigations, *Law Enforcement, Manuals, *Rape, Sexuality, *Violence
Identifiers-*Police Investigators, *Sex Crimes

To help police investigators develop skills that will improve the low conviction rate for rape cases, this manual stresses an overall investigative strategy based on establishment of each element of the crime of rape. Analysis of data from large and small police departments across the United States shows that fewer than 3% of the crimes reported as rape result in a conviction; many cases are not filed or are plea bargained to a lesser offense because of insufficient evidence. This manual focuses on a step-by-step development of evidence through interviews with the victim, physical and medical evidence of force, crime scene evidence, interviews with witnesses, and use of third party reports such as local rape crisis lines or victim service organizations. Establishing a suspect, confirming the identification of arrestees, and collecting corroborating evidence are discussed. Special attention is given to particular problems of rape investigation, such as the need for establishing lack of consent when the victim knows the assailant. In addition, crime scene evidence and medical evidence of particular value in proving force are recommended. (Author)

ED 158 257 CS 004 317

Winzenz, Marilyn
Reading Comprehension and Right/Left Brain Thinking.
Pub Date-Nov 77
Note-9p.; Paper presented at the Annual Meeting of the California Reading Association of the International Reading Association (11th, Anaheim, California, November 2-5, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Cerebral Dominance, Creativity, Diagnostic Teaching, Imagination, *Learning Processes, Nonverbal Learning, Perceptual Development, Problem Solving, *Reading Comprehension, *Reading Instruction, *Teaching Techniques, *Thought Processes

Extensive research has proven that the functions of the two hemispheres of the brain tend to be qualitatively different. The left hemisphere, which for most people is dominant, is the major controller of speech, reading, and writing; it is the hemisphere toward which education traditionally has been directed. The right hemisphere excels in nonverbal skills. It also appears to be responsible for providing the intuitive, imaginative, creative side of human personality. It is this hemisphere that many educators claim has been neglected in the schools. The challenge for the teacher of reading is to draw upon both modes of knowing to enhance comprehension. Teachers need to learn how to encourage expression of the nondominant and creative right hemisphere to facilitate the active, problem-solving left hemisphere; to ignore the function of the right hemisphere is to teach only half the child. Numerous teaching/learning activities could effectively be used to draw upon both brain sides; among them: the active art of questioning by both the student and the teacher; daily exposure to literature and writing opportunities; diagnostic teaching; and individual conferences. Knowledge of the two hemispheres can help educators see the complexities of learning more clearly and impress upon them the need for increased diversity in curricula and methods. (FL)

ED 158 386 EA 010 795

National Program for Solar Heating and Cooling of Buildings. Project Data Summaries. Vol. II: Demonstration Support.

Energy Research and Development Administration, Washington, D.C. Div. of Solar Energy.

Report No.-ERDA-76-128

Pub Date-Nov 76

Note-83p.; For related documents, see EA 010 789-796; Not available in paper copy due to small print of original document

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 060-000-00042-5; $1.25)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Air Conditioning, *Data Collection, *Demonstration Projects, Energy Conservation, Equipment Standards, Federal Aid, *Heating, *National Programs, Performance Specifications, Program Descriptions, *Solar Radiation, Thermal Environment

Brief abstracts of projects funded by the Energy Research and Development Administration (ERDA) and conducted under the National Program for Solar Heating and Cooling of Buildings are presented in three volumes. This, the second volume, identifies the major efforts currently underway in support of the national program. The National Aeronautics and Space Administration (NASA) is responsible for the management of the projects contained in the first section, Development in Support of the Demonstrations. The major thrust of this program is to ensure that truly marketable solar energy systems and subsystems will be available for testing and evaluation in the demonstration program. The second section of the report, Standards and Criteria Development, reflects the effort conducted by the National Bureau of Standards (NBS). It contains efforts underway to satisfy both ERDA and the Department of Housing and Urban Development (HUD) requirements for solar systems such as performance criteria; standards, test, and evaluation; and technical data requirements. (Author/MLF)

ED 158 484 EC 111 859

Unger, Maxine And Others
Techniques for Organizing and Presenting a Learning Disabilities Workshop.
Pub Date-Jun 78
Note-12p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Elementary Secondary Education, *Inservice Teacher Education, *Learning Disabilities, Post Secondary Education, Teacher Developed Materials, Teachers, *Teacher Workshops

A group of learning disabilities teachers prepared a series of workshops to share their strategies and techniques with regular classroom teachers. Among workshop topics presented were introduction to learning disabilities, characteristics and emotional development of the learning disabled child, motor training, and an educator's discussion of the school experiences of his learning disabled son. (Contents of the 10 workshop sessions are outlined.) (Author/SBH)

ED 158 593 FL 009 700

Peter, Katherine
Olti' Daga'at Dik Haa (Olti' and His Wife Dik).
Alaska Univ., Fairbanks. Alaska Native Language Center.
Pub Date-Jul 75
Grant-RO-20196-74-54
Note-15p.
Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701 ($.75)
Language-English; Gwich'in Athabascan
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Alaska Natives, *American Indian Languages, *Athapascan Languages, Bilingual Education, Childrens Literature, Elementary Education, *Instructional Materials, *Language Instruction, Primary Education, Reading Instruction, *Reading Materials, Textbooks, Uncommonly Taught Languages
Identifiers-Alaska, *Gwich'in Athapascan

This illustrated reader is intended for use in a bilingual education setting and is geared toward students with an intermediate level of proficiency in Gwich'in Athabascan. It consists of a story about traditional life. An English translation is appended. (AM)

ED 157 997 CE 016 627

Crews, James W., Ed. Dickerson, Z. S., Jr., Ed.

Curriculum Development in Education for Business. National Business Education Yearbook, No. 15.

National Business Education Association, Washington, D.C.
Pub Date-77
Note-256p.; Parts may be marginally legible due to type size
Available from-National Business Education Association, 1906 Association Drive, Reston, Virginia 22091 ($10.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Business Education, *Career Education, Curriculum Design, *Curriculum Development, Distributive Education, *Educational Coordination, Educational Planning, Elementary Secondary Education, Historical Reviews, Models, National Surveys, Post Secondary Education, Program Administration, Program Descriptions, Teacher Education, Yearbooks
Identifiers-United States

This 1977 yearbook on business curriculum development from the elementary through baccalaureate educational levels is intended to provide teachers, curriculum specialists, and administrators with information regarding what curricula are being implemented. The content is in fourteen chapters, titled as follow: (1) Historical Perspectives of Education for Business, (2) The Role of Education for Business in Career Education, (3) The Role of Education for Business in the Elementary School, (4) Coordinating the Elementary School and Junior High or Middle School Business Programs, (5) Developing Education for Business in the Junior High or Middle School, (6) Coordinating the Junior High or Middle School and the Secondary School Business Programs, (7) Developing Education for Business in the Secondary School, (8) Coordinating the Secondary School and the Two-Year Postsecondary School Business Programs, (9) Developing Education for Business in Two-Year Postsecondary Schools, (10) Coordinating the Two-Year Postsecondary School and Four-Year College and University Business Programs, (11) Developing Education for Business in Four-Year Colleges and Universities, (12) Developing Distributive Education Programs, (13) Developing Business Teacher Education Programs includes both the traditional and competency-based approach to teacher education , and (14) The Leading Edges of Business Education Curriculum Development includes the results of a national survey of business education teachers and supervisors . (EM)

ED 158 033 CE 017 464

Hammond, Edith Schneider, Mark

A Paper Commitment: Equal Employment Opportunity in the Kentucky Bureau of State Police A Report Prepared by the Kentucky Advisory Committee to the U.S. Commission on Civil Rights.

Kentucky Advisory Committee to the U.S. Commission on Civil Rights.

Pub Date-Jul 78

Note-25p.; Notational information at the ends of chapters will not reproduce well due to small type

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Affirmative Action, Employment Patterns, *Employment Practices, Employment Problems, Employment Qualifications, *Equal Opportunities (Jobs), Federal Court Litigation, Females, Minority Groups, Personnel Integration, *Personnel Policy, Personnel Selection, Racial Discrimination, Sex Discrimination, *State Police

Identifiers-*Kentucky

A study was conducted to determine the extent and level of employment of minorities and women as sworn personnel in the Kentucky Bureau of State Police. Data was collected by means of personal interviews with Bureau officials, troopers, police personnel board members, and representatives of civic and nonprofit organizations as well as from Bureau employment records. It was found that (1) women have never been employed on the Bureau's sworn force; (2) minorities are seriously underrepresented, occupying only 2.2 percent of the force positions in 1977; (3) the Bureau has not demonstrated a commitment to equal employment opportunity; (4) as shown in its eligibility requirements that consist in part of job-unrelated selection procedures (physical specifications, veterans preference, a subjective background check, and personnel board approval), the Bureau has not adopted affirmative action policies; (5) significant future gains appear unlikely; and (6) action through federal judicial process is necessary to remedy the situation, and the suspension of funding from the Law Enforcement Assistance Administration is the first step in such action. (A reply from the Bureau commissioner is also included, refuting the study's findings.) (ELG)

ED 158 191 CG 012 769

Sheridan, William H. Beaser, Herbert Wilton

Model Acts for Family Courts and State-Local Children's Programs.

Office of Human Development (DHEW), Washington, D.C.; Office of Youth Development (DHEW), Washington, D.C.

Pub Date- 74

Note-86p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-*Child Welfare, Community Agencies (Public), Criminal Law, *Delinquency Prevention, *Delinquents, Guides, *Juvenile Courts, *Legislation, Local Issues, *Neglected Children, Prevention, State Agencies, Youth Agencies

This guide was prepared in reply to requests for assistance in drafting state legislation from state legislatures, judges, lawyers, administrators of programs for the prevention and treatment of delinquency and neglect, and from others concerned with the drafting and enactment of legislation on these topics. The suggestions contained in this guide are the result of research and study which included review of state laws, Federal and state judicial decisions, field study of judicial and administrative practices in certain selected states, and discussions with individuals actively engaged in the field of prevention and treatment of delinquency and neglect. The guide attempts to set forth in legislative language certain basic principles regarding the operation of family and juvenile courts and the administration by executive agencies of state and local programs. Special emphases are placed on ways in which children can be diverted from the juvenile justice system consistent with the protection of both the juvenile and the public, and on providing services and facilities in the communities in which the children live. State and local agencies, legislative committees, and state and community planning agencies must determine how best to use these suggested statutory provisions to meet their own requirements, state constitution and legislation already enacted. (Author/RF)

ED 158 279 CS 204 259

Reading Comprehension: The Questions We Ask. SCOLA SURVEY 8.
Scottish Central Committee on Primary Education.
Pub Date-May 78
Note-12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Comprehension Development, Elementary Education, *Questioning Techniques, *Reading Comprehension, *Reading Instruction, *Reading Skills
Identifiers-*Questions

The purpose of this publication is to point out that reading comprehension questions frequently assess only literal comprehension, and to suggest kinds of questions that involve broader levels of comprehension. The publication first presents two reading passages; for each one it lists sample questions that involve only literal comprehension and suggests questions that go beyond literal recall of facts and that require pupils to make deductions and inferences, to speculate about the situation presented in the passage, and to enter imaginatively into it. It then presents two passages without questions and invites readers to create a set of questions for each one. Finally, the publication offers suggestions for categorizing comprehension questions according to the involvement of pupils in literal recall, deduction, speculation, imaginative participation, and evaluation; and it lists a few discussion points for school staffs. (GW)

ED 158 345 CS 502 205

Kelly, Margie
Obscenity: Three Case Studies.
Freedom of Information Center, Columbia, Mo.
Report No.-FOI-391
Pub Date-Jun 78
Note-9p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Accountability, Adults, *Censorship, Community Action, Conflict, *Federal Court Litigation, *Freedom of Speech, *Mass Media, *Moral Issues, Moral Values, Publications, Sexuality
Identifiers-First Amendment, *Obscenity

The Supreme Court's controversial community standards'' ruling in Miller v. California'' (1973) states that for materials to be judged obscene, they no longer need to be utterly without redeeming social value,'' but must lack serious literary, artistic, political or scientific value, and that the question of offensiveness will be judged against local, not national, community standards. This report examines this ruling as it relates to three obscenity-related prosecutions: Larry Flint and his Hustler'' magazine, Al Goldstein and his publication, Screw,'' and Harry Reems, an actor in the film Deep Throat.'' These three trials have much in common in that they reveal the following problems associated with prosecuting national media in local jurisdictions: venue shopping in the use of conservative communities for prosecution, entrapment, political motivation for prosecution, and the use of conspiracy and organized crime statutes. The report reviews and analyzes these problems as they apply to each of the three cases, explains how the Supreme Court came to the Miller decision, and discusses some arguments surrounding the First Amendment and censorship issues. (MAI)

Freiberg, H. Jerome

Teacher Corps Demonstrating the Concept of Alternative Schools.

Pub Date-Jun 78
Note-31p.; Paper presented at the Canadian School Trustees' Association Congress on Education (1st, Toronto, Ontario, June 17-21, 1978); Pages 4 and 8 may not reproduce clearly
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Adoption (Ideas), *Alternative Schools, College School Cooperation, Elementary Secondary Education, Faculty Development, Higher Education, *Inservice Programs, *Inservice Teacher Education, Preservice Education, Program Descriptions, Staff Improvement
Identifiers-Houston Independent School District TX, Magnet Schools, *Teacher Corps

The University of Houston/Houston Independent School District Teacher Corps project is designed to demonstrate the operation of an alternative school program intended to promote desegregation and to train educational personnel to function effectively in alternative schools in an urban setting. The project demonstrates how coordination of the resources and needs of collaborating agencies the district, the university, the profession, and the community can promote success of the individual within an alternative school. The project has seven major goals: to develop and field test a program that puts students and instruction at the center of the decision-making process; involve parents and the community in decision-making; provide multi-cultural, bilingual instructional materials; develop a coordinated preservice/inservice staff development program for personnel at all levels; establish a center for the development of human potential; provide a comprehensive strategy to facilitate operations of alternative schools; and provide a model for disseminating products and processes produced. (Author/IRT)

ED 158 515 EC 111 916

Lazerson, David Boruch

I Must Be Good If I Can Teach!'' Peer Tutoring with Aggressive and Withdrawn Children.

Pub Date-Jun 78

Note-12p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Aggression, *Behavior Change, Behavior Problems, Elementary Education, Emotionally Disturbed, Exceptional Child Research, *Peer Teaching, *Self Concept, Tutoring, *Withdrawal Tendencies (Psychology)

The study involving 60 children (grades 2 to 8) tested the hypothesis that both aggressive and withdrawn children would benefit from participating in brief daily learning sessions with peers having similar behavioral problems. Ss were divided into three groups: tutors, tutees, and controls. Tutors learned how to correct and reinforce their students'' in an easygoing and non-hostile manner and were given freedom to manipulate content materials of each session, and were allowed to meet with their tutees as often as they wanted. After 5 weeks of peer tutoring, almost all children who actively participated in the program showed higher self concepts and greater behavioral improvements than the controls. In addition, they demonstrated a renewed interest in school and in the learning process. (Author/SBH)

ED 158 453 EC 111 313

Resource Manual for Counselors of Visually Impaired Students.
Illinois State Office of Education, Springfield.
Pub Date- 78
Note-31p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Blind, *Discriminatory Attitudes (Social), Elementary Secondary Education, *Occupational Guidance, *Resources, *Visually Handicapped, *Vocational Education

Intended for the individual providing vocational guidance to the blind student, the publication is based on a conference on attitudes toward blindness and occupations the blind are pursuing. Section I deals with past and present attitudes toward blindness; the second section discusses alternative techniques used by the blind; and the final section is a listing of volunteer and governmental agencies serving the blind. Information on each agency includes address and a brief description of services. (SBH)

ED 158 551 EC 111 952

Kerr, Mary Margaret Strain, Phillip S.

The Use of Peer Social Initiation Strategies to Improve the Social Skills of Withdrawn Children.

Pub Date-Jun 78
Note-15p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Behavior Change, Elementary Education, Emotionally Disturbed, *Interpersonal Competence, Intervention, *Peer Teaching, Preschool Education, *Social Development, *Withdrawal Tendencies (Psychology)

Intervention studies in which peer social initiations were used to increase the social and play skills of withdrawn preschool and school aged children are reviewed. A discussion follows of such practical application issues as selection of peer trainers, training of peer trainers, arrangement of the setting for peer intervention, and teacher assistance to the peer trainer. (Author/DB)

ED 158 015 CE 017 346

Spann, Jerry
Career Exploration and Specialization: A New Training Design for Adult and Youth Work Experience. Concept Paper Dane County Affirmative Action Office, Madison, Wis.
Pub Date-8 Aug 77
Note-36p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Adult Vocational Education, Career Education, *Career Exploration, County Programs, Decision Making Skills, Demonstration Programs, Employer Employee Relationship, Experiential Learning, *Job Placement, Job Training, Learning Activities, Manpower Development, On the Job Training, Program Design, Remedial Instruction, *Specialization, *Training Techniques, Vocational Education, *Work Experience Programs
Identifiers-Adult Work Experience Program, *Comprehensive Employment and Training Act, *Experience Based Career Education, Wisconsin

To address the Comprehensive Employment and Training Act (CETA) client's need for career development experience and skills, the Affirmative Action Office of Dane County (Wisconsin) and the Adult Work Experience Program (AWEP) staff plan to implement a year-long training program aimed at job exploration, internship, and personalized decision making. This Experience-Based Career Education (EBCE) program is designed to introduce employer-directed career development into the placement process. Primarily adapted from the Philadelphia model which was developed and field tested by the National Institute of Education, the proposed training design utilizes a two-phase, pre-placement learning process. Following in-take evaluation, phase 1 begins with the client's exploration of as many as five areas: labor and maintenance, social services, health services, business and office, and civil and criminal law. In phase 2, specialization, clients select internship sites and design skill-centered learning contracts. Guidance and basic skills remediation are offered, and clients are helped to determine their needs and interests and to make personalized career choices. (Appended are 1 a continuum of possible exploration activities originating from the Philadelphia research, 2 examples of exploration programs using a Food and Drug Administration Program and a Philadelphia Free Library program, and 3 a sample specialization contract.) (CSS)

ED 158 051 CE 017 502

Waldrop, Suzanne H.

Kentucky Consumer & Homemaking Education. Management-Consumer Education. Curriculum Guide, Semester Course.

Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.; Western Kentucky Univ., Bowling Green. Dept. of Home Economics and Family Living.

Pub Date- 72

Note-118p.; Not available in hard copy due to reproducibility problems. For related documents see CE 017 459-460 and CE 017 496-506

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Agencies, Career Education, *Consumer Economics, Consumer Education, *Consumer Protection, Curriculum Guides, Decision Making, Employment Opportunities, *Family (Sociological Unit), Family Life, Financial Support, *Home Management, *Individual Development, Instructional Materials, Legislation, *Money Management, Performance Based Education, Self Actualization, Self Evaluation, Senior High Schools, Sex Role, Sex Stereotypes

Intended for use by teachers at the high school level, this curriculum guide, which is one in a series of guides for consumer and homemaking education in Kentucky, outlines a semester special interest course in home management. The two units, comprehensive I and II, which are prerequisites for this course are found in a separate guide (CE 017 501). Covering many of the same topics in depth, this curriculum focuses on the following concepts: (1) decision making; (2) development of realistic goals and values; (3) assessment of resource potential, such as inner resources, earning and purchasing power, consumer credit, and coping with financial crisis; (4) increasing resource potential by substituting or developing skills through training; (5) financial security, examining its relation to marital happiness and its various aspects such as insurance, retirement income, welfare, savings, investments, and taxes; (6) history of the American family as an economic unit; (7) consumer rights and legislation; (8) consumer protection agencies; (9) managerial roles of men and women; and (10) career opportunities in management-consumer education. Behavioral objectives are stated in terms of student competencies, and the specific teaching strategies are accompanied by references to outside resources and supporting generalizations. The appendix contains five evaluation devices for student use, such as checklists on decision making and interests. A list of resources is published at the end, including books, periodicals, pamphlets, and filmstrips. (ELG)

Clerical Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.-Bull-1955-5
Pub Date-78
Note-24p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Bookkeeping, Clerical Occupations, *Clerical Workers, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, File Clerks, Information Sources, Job Skills, Job Training, *Occupational Information, Occupational Mobility, Office Machines, *Office Occupations, Promotion (Occupational), Receptionists, Salaries, Secretaries, Stenographers, Typists, Wages, Work Environment

Focusing on clerical occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include bookkeeping workers, file clerks, office machine operators, receptionists, secretaries, stenographers, shipping/receiving clerks, statistical clerks, stock clerks, typists, and occupations in the postal service (mail carriers and postal clerks). The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 128 CE 017 778

Motor Vehicle and Machinery Repairers. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.-BULL-1955-24
Pub Date-78
Note-25p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Attendants, Auto Body Repairmen, Auto Mechanics, *Auto Mechanics (Occupation), Auto Parts Men, Diesel Engines, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Equipment Maintenance, Information Sources, Job Skills, Job Training, Machine Repairmen, Mechanics (Process), *Motor Vehicles, *Occupational Information, Occupational Mobility, Promotion (Occupational), Salaries, Wages, Work Environment
Identifiers-Painters

Focusing on motor vehicle and machinery repairers, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include automobile body repairers, automobile mechanics, automobile painters, automobile parts counter workers, automobile service advisors, boat-engine mechanics, diesel mechanics, farm equipment mechanics, gasoline service station attendants, motorcycle mechanics, truck mechanics, and bus mechanics. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 168 CG 012 658

Smith, Gudmund J. W. Danielsson, Anna

On How to Compensate for Inadequate Ego Defenses: An Experimental Description.

Spons Agency-Swedish Council for Social Science Research, Stockholm.
Pub Date- 77
Note-24p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Adolescents, *Anxiety, Children, Foreign Countries, *Identification (Psychological), Perspective Taking, Psychological Patterns, *Psychological Testing, Research Projects, *Self Concept
Identifiers-*Sweden

The Meta-Contrast Technique (MCT) was used to project, at the concrete perceptual level afforded by the test, two of the dilemmas confronting anxiety-ridden children: the threat against their uncertain sense of identity (revealed as fusion between the threat and the hero in the test) and the insufficiency of their defensive resources (revealed as anxiety leaking'' through the defensive structure reported by them). The subjects were 127 normal and 65 clinical children 4-16 years of age. Among reactions in the test serial subsequent to the leaking'' phase subjects showed regressions to such primitive strategies as direct denial, passive surrender and attempts to reinforce the unreliable strategy or to exchange it for a more sophisticated one. The above subgroups also differed with respect to clinical symptoms. Among children with fusion, the clinically most disturbed subgroup was even unable to mobilize any resemblance of a high-level perceptual defense. (Author)

ED 158 236 CS 004 278

Reading Instruction: Preschool and Elementary: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through September 1977 (Vol. 38 Nos. 1 through 3).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-78
Note-16p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Annotated Bibliographies, Basic Reading, Cross Age Teaching, Diagnostic Teaching, *Doctoral Theses, Educationally Disadvantaged, Elementary Education, Family Influence, Humanistic Education, Parent Participation, Preschool Education, *Reading Achievement, Reading Comprehension, *Reading Instruction, Reading Programs, Reading Readiness, *Reading Research, *Reading Skills, Teacher Behavior, *Teacher Characteristics, Teaching Techniques, Tutoring, Vocabulary Skills, Word Lists

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 22 titles deal with a variety of topics, including the following: development of a primary reading vocabulary; a strategy for teaching students how to identify main ideas and supporting details; reading readiness and reading programs in Wisconsin public school kindergartens; approaches for teaching reading to educationlly disadvantaged students; effects on reading achievement of a computer-managed systems approach, diagnostic prescriptive teaching, a high motivational low anxiety reading program, a training program in humanistic education, paired simultaneous oral reading, and reading textbook selection procedures; a program for involving parents in the teaching of reading; a method for helping children learn to anticipate subsequent information in their reading; the relationship between teacher expectance of student reading achievement and formality of teacher speech; strategies for teaching reading comprehension; effects of home reading experiences on academic readiness; a cross-age tutoring program; student and teacher attitudes toward basal reader programs; and a criterion-referenced reading program for kindergarten pupils. (GW)

ED 158 302 CS 204 286

Green, Norva And Others

Indian River County Environmental Education Instructional Guide: Language Arts, Eighth Grade. Pilot Edition.

Indian River County Board of Public Instruction, Vero Beach, Fla.

Spons Agency-Florida State Dept. of Education, Tallahassee. Office of Environment Education.

Pub Date-75

Note-45p.; For related documents, see CS204285-287

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Conservation (Environment), *Discovery Learning, English Curriculum, *English Instruction, *Environmental Education, Grade 8, Group Discussion, Junior High Schools, *Language Arts, *Learning Activities, Reading Skills, *Responsibility, Teaching Guides, Writing Skills

As part of a language arts series for kindergarten through grade nine, this eighth grade guide examines environmental values, concepts, and problems according to a common conceptual scheme: all living things, including humans, are interrelated and interdependent; heredity and environment interact to determine the characteristics of an organism and therefore a population; living things and environments are in a continuous state of change; the world has finite resources and almost infinite demands are made on these resources; and each individual, as an agent of change, has a responsibility to the environment. The guide offers a series of environmental activities that stress the development of reading, writing, and discussion skills and emphasize the discovery method of observation. The guide includes background information, a teacher's outline, and task sheets for the students. (MAI)

ED 158 324 CS 204 320

Schlawin, Sheila A. Chew, Charles R.
What Is NOT'' Happening in the Language Arts Classroom?
Pub Date-Apr 78
Note-17p.; Paper presented at the Annual Meeting of the Secondary School English Conference (6th, Dallas, Texas, April 7-8, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Curriculum Evaluation, Elementary Secondary Education, *English Curriculum, English Instruction, *Language Arts, Program Development, *Program Improvement, *Teacher Evaluation, *Teacher Supervision, Teaching Techniques

Administrators and supervisors bear much of the responsibility for seeing that many things currently not happening in the language arts classroom do happen. Perhaps they do not take leadership in the language arts area because they are uncertain as to what elements make a good program. There are eight essential elements to look for in a good language arts program. First, there should be evidence of a specific objective for any observed lesson. Second, an observable sequence of skills should be taught within each grade and from grade to grade. Third, students should be actively involved in language learning. Fourth, lessons should reflect recent research findings in the teaching of language arts. Fifth, lessons should reflect specific teaching of speaking and listening skills. Sixth, composition should be taught, not assigned. Seventh, lessons should reflect the integration of skills with content in a total program. Eighth, administrators and supervisors should be actively involved in the development and implementation of the language arts program. To improve programs with deficiencies, instructional leaders should work closely with teachers in the areas of curriculum development, inservice planning, and professional improvement programs. This can be done only if schools provide more supervision time for those in leadership positions. (FL)

ED 158 366 EA 010 764

Snider, Sarah J.

Crime and Disruption Among Appalachian Students: A Personal Response.

National Council on Crime and Delinquency, Hackensack, N.J. NewGate Resource Center.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Pub Date-Feb 78

Note-20p.; Chapter 36 of Theoretical Perspectives on School Crime, Volume I''; For other papers in this volume, see EA 010 729-768

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Cultural Traits, *Delinquent Behavior, *Disadvantaged Youth, Elementary Secondary Education, *Personal Values, School Vandalism, Skills, *Student Teacher Relationship

Identifiers-*Appalachia

One of 52 theoretical papers on school crime and its relation to poverty, this chapter contends that the Appalachian child has a set of values not yet understood by outsiders that influence behavior and lead to misbehavior that is not understood. Greater understanding of Appalachian values would assist observers in understanding that those disruptive acts are usually personal statements of protest and that they could be avoided by a proper respect for the individual's human dignity. Since the Appalachian child's need for belonging is met within the family and/or subculture, the child clings to the values of that culture with such tenacity that rejection by the greater society is sometimes ensured. Proper understanding of the value system could be helpful in assisting the child to function in both societies with less frustration. There is a need for a greater understanding, especially by teachers working with the ever-increasing number of ghetto hillbillies,'' of the personal nature of the child's disruptive or criminal behavior if the teachers are ever to break from stereotyped views and ineffective solutions to respond to the needs of an individual child in a society within a society. (Author/MLF)

ED 158 485 EC 111 861

Hanrahan, James Lusthaus, Evelyn

Preparing Mildly Retarded Young Adults for Integration Into the Community: Observations on Quality of Life.

Pub Date-Jun 78

Note-13p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Adjustment (to Environment), Adults, *Daily Living Skills, Institutes (Training Programs), *Mentally Handicapped, *Normalization (Handicapped), Program Effectiveness, *Quality of Life, Research Projects

The study looked at the quality of life of 24 retarded adults who had received a training program designed to teach them independent living skills, help them secure independent living settings, and provide them with followup services in these settings. Physical surroundings, financial conditions, social activities, and marital status of clients were examined. (SBH)

ED 158 572 FL 009 651

Mackey, William F. And Others

The Bilingual Education Movement: Essays in Progress. Studies in Language and Linguistics, 1977-78.

Pub Date-77

Note-153p.

Available from-Texas Western Press, The University of Texas at El Paso, El Paso, Texas 79968 ($5.00 paper, $10.00 cloth)

Document Not Available from EDRS.

Descriptors-*Bilingual Education, Bilingual Schools, *Educational Policy, Ethnicity, Global Approach, *Language Planning, Language Programs, Mexican Americans, Multilingualism, Program Evaluation, Research Needs, Second Language Learning, Sociocultural Patterns, Sociolinguistics

This collection of six essays discusses the topics of language diversity, ethnic problems, and a worldwide drive for bilingual education. The main thrust in the essays is toward a global view of these phenomena, particularly bilingual instruction, with special attention given to the American southwest. Both similar and dissimilar patterns emerging throughout the world are examined and prospects for success in the bilingual education movement are discussed. Part 1, Language and Educational Factors, includes chapters on: (1) the Bilingual Education Movement: Patterns and Prospects; (2) Research Priorities in Bilingual Education in the United States: Challenges for the Present and Future; and (3) Evaluating Bilingual Education Programs: Critical Variables. Part 2, Social and Political Dimensions, includes chapters on: (4) Language and Culture in the Global Community; (5) Bilingual Education as an Ecology; and (6) The Revolt of the Ethnics. (Author/NCR)

ED 158 431 EA 010 86

Instructional Development Leadership: A Study in Change.
Educational Improvement Center of Northwest New Jersey, Morris Plains.
Pub Date-78
Note-199p.; Not available in paper copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Change Agents, *Change Strategies, Educational Planning, Elementary Secondary Education, *Instructional Improvement, *Organizational Development, Problem Solving

In 1975-76 the Educational Improvement Center field tested a program to provide instructional leaders with knowledge and skills in planning and organizational development and to create a functioning network of instructional change agents. Participants were instructional leaders such as principals, superintendents, media specialists, and head teachers from 12 New Jersey school districts. Personal goals for participants were to improve openness, communication methods, planning techniques, problem-solving procedures, and awareness of organizational patterns. The overall project goal was to develop a network of self-renewing schools where goals and objectives are analyzed, problem-solving techniques are used, decision-making is shared, and cooperative group relations exist. The training consisted of systems planning training sessions followed by participant identification of specific district problems, development of plans of action, and implementation of the plans. After one year, self-assessment of participants showed personal growth increases in all goal areas. In addition, paticipants reported that 20 projects were adapted, developed, or influenced by the program. Unanticipated outcomes included a participant self-support network and opportunities to share information with other groups. An appendix contains program plans, all instruments developed or adapted as part of the program, training designs, a list of products of the program, and case study records. (Author/JM)

ED 158 454 EC 111 360

Nicholson, Margaret A., Ed. Schneider, Carol J., Ed.
Family Center: A Community Based Approach to the Problems of Abusive Families.
Adams County School District 14, Commerce City, Colo.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.; Social and Rehabilitation Service (DHEW), Washington, D.C.
Pub Date-77
Grant-90-C-73
Note-560p.
EDRS Price MF-$1.00 HC-$30.13 Plus Postage.
Descriptors-*Child Abuse, *Community Programs, Identification, Interdisciplinary Approach, *Intervention, *Neglected Children, *Program Descriptions, *Referral
Identifiers-*Family Center Project, Final Reports

Presented is the final report of the Family Center Project, a program designed to increase the number of reported cases of suspected child abuse and neglect and increase the services for abused and neglected children and their families in Adams County, Colorado. Three chapters which address the goal of increasing child abuse referrals focus on public awareness and professional education, a school referral program, and the crisis intake process. Eight chapters concern the following treatment topics: the role of the nurse on a child abuse team, the multidisciplinary review team, treatment of abusive adults, lay therapy, treatment of abused and neglected children, the crisis nursery, therapeutic nursery care, the therapeutic day care. Three chapters focus on project dissemination and research aspects. (CL)

ED 158 594 FL 009 701

Solomon, Madeline Jones, Eliza

K'adonts'idnee (Stories).

Alaska Univ., Fairbanks. Alaska Native Language Center.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-Oct 75

Grant-NEH-R01-20196-74-54

Note-24p.

Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701 ($1.00)

Language-English; Athapascan

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Alaska Natives, American Indian Languages, *Athapascan Languages, Bilingual Education, Childrens Literature, Elementary Education, Folk Culture, *Instructional Materials, *Language Instruction, Reading, *Reading Instruction, *Reading Materials, Short Stories, *Tales, Uncommonly Taught Languages

Identifiers-Alaska, *Koyukon Athapascan

This illustrated reader is intended for use in a bilingual education setting. It consists of four traditional stories in Koyukon Athabascan (Central Dialect). English translations are attached. (AMH)

ED 158 090 CE 017 568

Smith, Dwight And Others

Multiple Learning Strategies Project. Building Maintenance & Engineering. Visually Impaired.

Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-6 Dec 76
Grant-G007603808
Note-377p.; Not available in hard copy due to reproducibility problems; For related documents see CE 017 554-583
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Buildings, Cleaning, Learning Activities, Learning Modules, *Maintenance, Special Education, *Visually Handicapped, *Vocational Education, Young Adults

This instructional package is designed for visually impaired students in the vocational area of building maintenance and engineering. The twenty-eight learning modules are organized into six units: floor care, general maintenance tasks; restrooms; carpet care; power and hand tools; and cabinet construction. Each module, printed in large block type, includes these elements: a performance objective page telling what will be learned, what materials will be needed, and how the student will be evaluated; information and job step pages providing information needed to perform the activity, and detailing steps necessary to do the task. Illustrations are designed for the visually impaired. (This document is one of four sets of learning modules on building maintenance and engineering. The other three sets are written in formats designed for educable mentally impaired, low reader, and regular vocational students. The modules are part of a total set of over 1,300 written for different student populations. Dietetic assistant, small engine repair, medical assistant, and graphics are the other vocational fields covered.) (JH)

ED 158 216 CG 012 869

Chappell, Duncan Fogarty, Faith
Forcible Rape: A Literature Review and Annotated Bibliography.
Battelle Memorial Inst., Seattle, Wash. Law and Justice Study Center.
Spons Agency-National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
Pub Date-May 78
Contract-7-0560-J-LEAA
Note-86p.; For related documents see CG 011 469, CG 012 763, CG 012 764, and CG 012 868
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402 (Stock number 027-000-00626-4)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Annotated Bibliographies, *Crime, *Criminology, Legislation, Literature Reviews, *Police Action, *Rape, Sexuality, *Violence
Identifiers-*Sex Crimes

This selective, annotated bibliography provides guidance to the source and content of a small proportion of the existing publicity about rape. Non-English-language publications, as well as those receiving only limited distribution, are excluded. All materials are recent, most having been published during the 1970's. Outdated materials, such as those on rape laws which were superseded by statutory changes, are excluded. Most materials were issued by sources generally labeled learned,'' such as scholarly books and professional journals. A total of 153 entries are included, under headings such as Sociocultural and Descriptive Features of Rape, Legal Issues and Legislative Reform, and Investigation of Rape. A brief review of relevant literature precedes the bibliography. (Author/BP)

ED 156 346 CS 502 206

Comadena, Mark E. Andersen, Peter A.

Kinesic Correlates of Communication Apprehension: An Analysis of Hand Movements.

Pub Date-Apr 78

Note-17p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, Illinois, April 25-29, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Anxiety, *Body Language, *Communication (Thought Transfer), Interaction Process Analysis, *Nonverbal Communication, Speech Communication

Identifiers-*Communication Apprehension, Communication Research, *Hand Movements

Four hypotheses concerning the relationship between communication apprehension and four types of hand movements were formulated and tested in a study involving 74 students at an eastern university. The hand movements were emblems (hand movement not related to speech), illustrators (hand movement which accompanies speech), self-adaptors (nervous self-touching), and object-adaptors (nervous touching of objects). The first and second hypotheses stated that high communication apprehensive individuals would manifest fewer emblems and illustrators than moderates, who would manifest fewer than low communication apprehensive individuals. The third and fourth hypotheses stated that high communication apprehensive individuals would manifest more self- and object-adaptors than moderates, who would manifest more than low communication apprehensive individuals. Each subject participated in an interview that was videotaped and coded by three independent judges. The hand movements were recorded according to their frequency of occurence. Only two emblems were observed; therefore all analyses addressing the first hypothesis were dropped. The second hypothesis was partially confirmed. The third and fourth hypotheses were not confirmed. (FL)

ED 158 387 EA 010 796

National Program Plan for Research and Development in Solar Heating and Cooling. Interim Report.

Energy Research and Development Administration, Washington, D.C. Div. of Solar Energy.

Report No.-ERDA-76-144

Pub Date-Nov 76

Note-182p.; For related documents, see EA 010 789-795; Appendix A may not reproduce clearly due to small print

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 060-000-00026-3; $2.70)

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors-*Air Conditioning, Development, Energy Conservation, Equipment Standards, *Federal Aid, *Heating, *National Programs, Performance Specifications, Research, *Solar Radiation, Tables (Data), Thermal Environment

This report presents the Energy Research and Development Administration (ERDA) program plan for solar heating and cooling of buildings and for agricultural and industrial process applications. An overview of the program plan is followed by a description of the ten paths to the solar heating and cooling of buildings and a brief discussion of the agricultural and industrial process applications. The appendices present detailed information on the tasks, including flow diagrams for the heating and cooling tasks, brief descriptions of these tasks and of the nonengineering tasks, and an indication of the importance of each nonengineering task to the overall research and development program. (Author/MLF)

ED 158 516 EC 111 917

Haughton, Donna Denney
Affective Education: Growth Games for the Mentally Retarded.
Pub Date-Jun 78
Note-8p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Class Activities, Classroom Environment, Humanistic Education, *Mentally Handicapped, *Self Concept

The paper describes three activities designed to enhance the self concept of mentally retarded students and build a positive classroom climate. Listed are 21 techniques for building self concepts, including encouraging overlearning and accepting limitations. (CL)

ED 158 552 EC 111 953

Moseley, David

Evaluation of Verbal, Spatial and Numerical Sequencing Scores in the WISC-R, with Special Reference to Children with Reading Difficulties.

Pub Date-Jun 78

Note-21p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Intelligence Tests, *Learning Disabilities, Profile Evaluation, *Research Reviews (Publications), Student Evaluation, *Test Interpretation

Identifiers-*Wechsler Intelligence Scale for Children Revised

The paper reviews factor analytic studies concerning Wechsler Intelligence Scale for Children-Revised (WISC-R) profiles of children with learning disabilities (LD). Considered are the following topics: subtest profiles of backward readers, a sex difference in coding, and derivation and use of grouped subtest scores in profile anlaysis. The author proposes an interpretation of the discrepancies between groups of subtests, and suggests that it is more useful to view the WISC profiles of LD students in terms of three or more main categories rather than two. (CL)

ED 158 034 CE 017 465

King, Randall Howard

The Labor Market Consequences of Dropping Out of High School.

Ohio State Univ., Columbus. Center for Human Resource Research.

Spons Agency-Employment and Training Administration (DOL), Washington, D.C.

Pub Date-78

Note-116p.; Best copy available

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-Blacks, Caucasians, Comparative Analysis, Differences, Dropout Rate, Dropout Research, *Dropouts, Employment Level, *Employment Patterns, Employment Statistics, Females, *High School Graduates, Human Capital, Income, *Labor Market, Males, National Surveys, Racial Differences, Salary Differentials, Secondary Education, Sex Differences, Statistics, *Success Factors, Unemployment

Identifiers-Human Capital Theory, National Longitudinal Surveys

A study, growing out of human capital theory, examined the economic consequences of dropping out of high school. Effect of schooling over time on labor market success (hourly pay rate, occupational prestige, and employment incidence and duration) was measured. Data on young men and women was obtained from the National Longitudinal Surveys of Labor Market Experience and personal interviews. The study universe consisted of respondents who left school between 1958-70 (males) and 1960-72 (females), completed nine-to-twelve years of schooling, and were not enrolled at the time of the survey. A three-equation recursive model was used to determine schooling contribution to success measures. Findings demonstrated substantial labor market benefits for all groups during the first decade of labor market experience. Earnings differences between graduates and dropouts were not pronounced immediately upon leaving school, but became significant over time. Graduates' age-earnings profiles were steeper than those of dropouts. The difference in occupational status between black graduates and dropouts shrank over time. All graduates, except black females, enjoyed greater immunity to unemployment than dropouts. In employment duration the advantage of black males and black and white females deteriorated over time; little difference was demonstrated between white male graduates and dropouts. (CSS)

ED 158 070 CE 017 526

National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module XII. Pediatrics and Neonatal.

National Highway Traffic Safety Administration (DOT), Washington, D. C.
Report No.-DOT-HS-802-449
Pub Date-77
Note-62p.; For related documents see CE 017 514-529; The student text and workbook will be available separately
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 050-003-00291-7)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Behavioral Objectives, Clinical Diagnosis, Clinical Experience, Curriculum Guides, *Emergency Squad Personnel, Job Skills, *Job Training, Learning Activities, Lesson Plans, Medical Treatment, Neonates, Paramedical Occupations
Identifiers-*Pediatrics

This instructor's lesson plan guide on pediatrics and neonatal transport is one of fifteen modules designed for use in the training of emergency medical technicians (paramedics). Five units of study are presented: (1) approach to the pediatric patient including patient assessment; (2) pathophysiology and management of problems unique to the pediatric age group including respiratory problems, the sudden infant death syndrome, seizures, and the battered child; (3) techniques of management for cardiopulmonary resuscitation, endotracheal intubation, and initiating intravenous therapy on a pediatric patient; (4) neonatal transport; and (5) clinical experience in the pediatric unit. Each unit contains these elements: behavioral objectives, teaching procedures, a content outline, demonstration outline, lists of needed equipment and materials, and guidelines for student practice activities. Check sheets are provided for evaluating student skills. (It is suggested that each module can be presented individually or combined with other modules to construct a course for a selected group of students. CE 017 514 is a course guide for use in planning and implementing the total training program.) (JH)

ED 158 146 CE 017 796

Government Occupations. Reprinted from the Occupational Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.-Bull-1955-42
Pub Date-78
Note-16p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Armed Forces, City Government, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Federal Government, *Government Employees, Information Sources, Job Skills, Job Training, Military Personnel, *Occupational Information, Occupational Mobility, Promotion (Occupational), Salaries, State Government, Wages, Work Environment

Focusing on government occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include federal civilian government employees, state and local government employees, and career opportunities in the armed forces. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 192 CG 012 770

Singer, Henry

College and What You Can Do With It: A Study Guide for New and Old College Students.

Pub Date- 78

Note-18p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Academic Achievement, *College Bound Students, College Choice, *College Freshmen, College Placement, *College Preparation, *College Students, Degree Requirements, Higher Education, Student Adjustment, Student Needs, Study Guides, *Study Habits, *Study Skills

This study guide helps both the new and old college student determine if college is for him, if he is ready for college, and which study skills need to be mastered in order to be a successful college student. The guide offers a step-by-step approach for developing study habits which include the student's knowledge of: (1) the classroom, (2) notetaking, (3) the textbook, (4) effective listening, (5) studying and study schedules, (6) tests, and (7) counselors. (Author/RF)

ED 158 258 CS 004 318

Fowler, Elaine Lamberg, Walter J.

Effect of Pre-Questions on Oral Reading by Elementary Students:

Pub Date- 77

Note-12p.; Study prepared at the University of Texas, Austin

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Advance Organizers, Elementary Education, Informal Reading Inventory, *Learning Processes, *Oral Reading, Questioning Techniques, *Reading Comprehension, *Reading Research, *Word Recognition

To test the effects of prequestions and postquestions on word recognition and comprehension, two studies were conducted involving two groups of first through fifth grade students. An informal reading inventory using passages from Harper and Row's Basic Reading Program'' was administered and the results on the lowest instructional and frustrational levels were used as the measure of the subjects' performance on the post-questions task. For the prequestions task, additional passages at the students' instructional and frustrational levels were selected. Means were computed for percent of word recognition accuracy and percent of comprehension for each task at each level. Results for both groups indicated that there were no significant differences in word recognition or comprehension between the two tasks. The results are in line with those of other studies which have found that providing students with test questions before reading did not significantly aid or hinder their comprehension or word recognition. The studies indicate that more research in different comprehension tasks is needed. (FL)

ED 158 280 CS 204 260

Journalist 1 & C. Rate Training Manual and Nonresident Career Course, Revised.

Naval Education and Training Program Development Center, Pensacola, Fla.
Report No.-NAVEDTRA-10295-B
Pub Date-78
Note-444p.; Several pages may not reproduce well due to small type
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 0502-LP-051-4760, Write for price)
EDRS Price MF-$0.83 HC-$23.43 Plus Postage.
Descriptors-Assignments, Community Relations, *Journalism, *Journalism Education, *Manuals, *Mass Media, Military Training, News Writing, Photography, Post Secondary Education, *Public Relations, Technical Writing, *Training
Identifiers-*Navy

Designed for self study, this publication contains information to aid Naval personnel in meeting the occupational standards for advancement to Journalist First Class and Chief Journalist. The first section, a Rate Training Manual,'' is divided into 11 chapters: The Path to Advancement, Public Affairs Policy and Procedures, Public Affairs Office Management, Community Relations and Special Events, Oral and Visual Communications, Public Affairs in Adverse News Situations, The Command Information Bureau, Writing the Complex News Story, Scientific Writing, The Picture Story and Newsfilm Photography, and AFRT (American Forces Radio and Television) Station Administration and Management. An appendix follows, which includes materials such as sample plans for the public affairs aspects of a dedication ceremony for a Naval aviation museum, a checklist to assist public affairs personnel in planning for special events, and a list of recommended readings. The final section, a Nonresident Career Course,'' contains a set of ten assignments designed to lead students through the Rate Training Manual. The assignments provide multiple-choice questions about the subject matter treated in the Training Manual and specify learning objectives for the course. (GW)

ED 158 411 EA 010 838

Guidelines for the Implementation of New Hampshire Accountability Plan.
New Hampshire State Dept. of Education, Concord.
Pub Date-Apr 78
Note-20p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Academic Achievement, *Educational Accountability, Educational Objectives, Guidelines, Program Descriptions, State Programs
Identifiers-*New Hampshire

When implemented by local school districts, the guidelines in this document should result in a process that will produce a consistent link between educational outcomes and planning. By June 1981, each local school district must complete each of the following steps. (1) Develop essential student outcomes for both state-mandated and locally designated fields of learning. (2) Develop performance indicators for all essential outcomes. (3) Design and carry out sound assessment procedures. (4) Analyze the assessment data. (5) Report assessment results to the state department of education and the local community. (6) Develop a management plan based on assessment results. Guidelines for accomplishing these six steps are presented along with suggested essential student outcomes for the state-mandated learning fields of English language arts, mathematics, and history and government. (Author/IRT)

Wong, Nora Perkins, Stanley A.

Attitudes Toward the Mentally Retarded: A Review of the Selected Literature.

Pub Date-Jun 78

Note-24p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Attitudes, *Changing Attitudes, *Discriminatory Attitudes (Social), *Mentally Handicapped, Peer Acceptance, Professional Personnel, Research Reviews (Publications)

The paper examines the literature on public attitudes, professional attitudes, and peer attitudes toward the mentally retarded. Discussed are methodologies for attitude change through physical contact, knowledge exposure, and a combination of social contact and knowledge exposure. It is concluded that studies in the area of changing attitudes of the normal population toward the retarded are inconclusive. Six ingredients to promote the effect of contact on attitude change are proposed: cooperative interdependence, equality of status, norms favoring equality, success, acquaintance potential, and stereotype destruction. (Author/SBH)

Lyons, Paul R. Alexander, Donald L.

Appalachian Maryland A Maryland Microcosm to Strengthen Community Services and Continuing Education. Final Report.

Frostburg State Coll., Md. Public Affairs Inst.; Regional Education Service Agency of Appalachian Maryland, Cumberland.
Spons Agency-Maryland Univ., College Park. Univ. Coll.
Pub Date-1 Apr 75
Note-105p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Adult Education, Colleges, Community Development, *Community Service Programs, *Cooperative Planning, Individual Development, Institutional Role, Interagency Cooperation, *Needs Assessment, *Organizational Development, Post Secondary Education, Problem Solving, Program Development, Program Planning, Regional Cooperation, School Responsibility, *Social Responsibility
Identifiers-Regional Education Service Agencies

This project report from Frostburg State College, the Regional Education Service Agency (RESA) of Appalachian Maryland, and other area colleges and boards of education is presented in three sections. In the introductory section, three project stages are defined: (1) analysis of existing needs surveys and institutional responsibilities for community service and continuing education programs, (2) identification of program areas and institutional resources where cooperative programming can meet area needs, and (3) submission of findings and recommendations to chief executives of member institutions. In the second section, a summary of the events and processes of the two-phase project are presented. The description of phase 1 includes a history and definition of community services, a summary of community services provided by Western Maryland educational institutions, and a summary of a Western Maryland community services needs survey. In phase 2, remaining project objectives are addressed in a workshop based on elements of a macro-design (adapted from organizational development technology and problem solving methodology). The final section presents eight recommendations, two of which include the appointment of a permanent committee to explore cooperative/collaborative community services programming, and the appointment of a task force to plan and develop specific programs. Appendixes contain partial copy of project proposal, phase 1 progress report, phase 2 macro-design, and matrices and matrix data. (CSS)

ED 158 169 CG 012 659

Smith, Gudmund J. W. Danielsson, Anna

The Meta-Contrast Technique (MCT) as a Test of Anxiety in Childhood and Adolescence.

Lund Univ. (Sweden).
Pub Date-77
Note-22p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Adolescents, *Anxiety, Children, *Clinical Diagnosis, Foreign Countries, *Identification (Psychological), Psychological Patterns, Psychological Testing, Research Projects, *Visual Perception
Identifiers-*Meta Contrast Technique, *Sweden

The Meta-Contrast Technique (MCT) was used for a differential diagnosis of anxiety-ridden children aged 4-16 years. Signs of open fright in the test situation showed the greatest correlation with symptoms of paroxysmal anxiety (in older children). Other severe signs of anxiety were fusion between the hero and the threat, leaking defense formations, zero phases with no meaningful content, and direct attempts at flight. Dark formations were particularly typical of children with phobic or pseudo-phobic types of anxiety. There was reason to assume that these findings, at least as far as adolescent subjects are concerned, would also apply to adults. (Author)

Shuman, R. Baird

Strategies in Teaching Reading: Secondary. Curriculum Series.

National Education Association, Washington, D.C.
Pub Date-78
Note-128p.
Available from-Nea Order Dept., The Academic Building, Saw Mill Road, West Haven, Connecticut 06516 (Stock No. 1716-1-00, $5.75)
Document Not Available from EDRS.
Descriptors-Composition (Literary), Dialects, Educational Problems, *English Instruction, Grammar, Miscue Analysis, Oral Reading, Punctuation, Reading Assignments, *Reading Difficulty, *Reading Instruction, *Reading Research, *Reading Skills, Secondary Education, Silent Reading, Student Publications, *Teaching Techniques, Vocabulary Development

The purpose of this book is to deal with pressing problems encountered by secondary teachers in teaching reading, through synthesizing pertinent research and suggesting classroom applications. Its 16 chapters deal with the following topics: the teen-aged nonreader; complicating factors in the teaching of reading; a school-wide attack on reading problems; how to establish an atmosphere for teaching reading; dialects and the teaching of reading; miscue analysis as a key to understanding reading problems; open-ended stories and basic reading skills; free reading in the high school English class; some reasons for oral reading; ways of building reading skills through vocabulary study; the value of publishing a classroom newspaper; an action learning approach to reading, grammar, and punctuation; a writing approach to high school reading; nonliterary types of reading used in everyday life; ways of helping the seriously disabled reader; and how to make reading assignments. (GW)

ED 158 303 CS 204 287

Green, Norva And Others

Indian River County Environmental Education Instructional Guide: Language Arts, Ninth Grade. Pilot Edition.

Indian River County Board of Public Instruction, Vero Beach, Fla.

Spons Agency-Florida State Dept. of Education, Tallahassee. Office of Environment Education.

Pub Date-75

Note-56p.; For related documents, see CS204285-287

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Conservation (Environment), *Discovery Learning, English Curriculum, *English Instruction, *Environmental Education, Grade 9, Group Discussion, Junior High Schools, *Language Arts, *Learning Activities, Reading Skills, *Responsibility, Teaching Guides, Writing Skills

As part of a language arts series for kindergarten through grade nine, this ninth grade guide examines environmental values, concepts, and problems according to a common conceptual scheme: all living things, including humans, are interrelated and interdependent; heredity and environment interact to determine the characteristics of an organism and therefore a population; living things and environments are in a continuous state of change; the world has finite resources and almost infinite demands are made on these resources; and each individual, as an agent of change, has a responsiblity to the environment. The guide offers a series of environmental activities that stress the development of reading, writing, and discussion skills and emphasize the discovery method of observation. The guide includes background information, a teacher's outline, student task sheets, and appendixes containing various types of word puzzles for the students. (MAI)

ED 158 367 EA 010 765

Tinto, Vincent And Others
The Social Patterning of Deviant Behaviors in School.
National Council on Crime and Delinquency, Hackensack, N.J. NewGate Resource Center.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Pub Date-Feb 78
Note-55p.; Chapter 37 of Theoretical Perspectives on School Crime, Volume I''; For other papers in this volume, see EA 010 729-768 ; Best copy available
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Academic Achievement, *Behavior Theories, *Delinquent Behavior, Educational Objectives, *Educational Sociology, Elementary Secondary Education, *Models, School Vandalism, *Socially Deviant Behavior, *Social Structure, Student Role, Student Teacher Relationship

One of 52 theoretical papers on school crime and its relation to poverty, this chapter attempts to demonstrate that deviant behaviors in school are caused and patterned by the manner in which schools differentially constrain the ability of students legitimately to attain the goal of academic success. By applying a modified and extended version of Merton's model of deviance to an assessment of the available research on student deviancy, the authors show that the occurrence of deviance among students, in both overall rates and types of deviant responses made, is socially patterned within the social system of the school, reflecting the socioeconomic status, racial, and sexual attributes of the student body. (Author/MLF)

ED 158 517 EC 111 918

Hayes, Cheryl W.

A Belgian Approach to Learning Disabilities.

Pub Date-Jun 78

Note-13p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Educational Methods, *Educational Philosophy, Elementary Secondary Education, *Foreign Countries, Intervention, *Learning Disabilities, *Remedial Instruction, Theories

Identifiers-*Belgium

The paper reviews Belgian philosophy toward the education of learning disabled students and cites the differences between American behaviorally-oriented theory and Belgian emphasis on identifying the underlying causes of the disability. Academic methods observed in Belgium (including psychodrama and perceptual motor training) are discussed and are explained to be similar to American remediation techniques. (CL)

ED 158 573 FL 009 670

Gattegno, Caleb
The Common Sense of Teaching Foreign Languages.
Educational Solutions, New York, N.Y.
Pub Date-76
Note-223p.
Available from-Educational Solutions, Inc., 80 Fifth Avenue, New York, New York 10011 ($5.95 each, discount on orders of 10 or more).
Document Not Available from EDRS.

Descriptors-Charts, Educational Innovation, Educational Philosophy, French, Grammar, Illustrations, Instructional Aids, *Instructional Innovation, Italian, *Language Instruction, Learning Processes, Learning Theories, Listening Comprehension, Mandarin Chinese, Number Concepts, Phonology, Reading Comprehension, *Second Language Learning, Sentence Structure, Short Stories, Spanish, Speech Skills, Student Participation, *Student Role, Syntax, Teacher Role, *Teaching Guides, *Teaching Methods, Vocabulary, Writing Skills
Identifiers-*Silent Way

The Silent Way is a philosophy of foreign language teaching which emphasizes the importance of allowing learners to use their natural learning resources. This volume provides practical guidelines in connection with the following chapters: (1) Freeing the Students''; (2) The Most Basic Component''; (3) The Next Step''; (4) Perception''; (5) Independence, Autonomy and Responsibility''; (6) Uses of Rods and Charts''; (7) Exploiting the Functional Vocabulary''; (8) Reading and Writing in the New Language''; (9) Expansion of Vocabulary''; (10) Evaluating Progress''; (11) Short Passages and Stories.'' The first step allows the students to concentrate on how words and sentences should sound in the target language. The second is to teach the language's numerical system, as students are familiar with their own. Colored rods and charts are used to illustrate various forms of the language, to build vocabulary and sentence structure, and for reading and writing instruction. Further vocabulary building is accomplished through the use of illustrations and worksheets. Measures of proficiency inherent in the Silent Way provide continuous feedback and assessment of students' progress. As an introduction to literature in the target language, two texts are suggested: Short Passages,'' written for students of the Silent Way; and Eight Tales,'' a short collection of short stories. Appendices contain sample sentences for word charts in French, Italian, Spanish, and Mandarin. (AM)

ED 158 595 FL 009 702

Orr, Sharon
Kiiluuq.
Alaska Univ., Fairbanks. Alaska Native Language Center.
Pub Date-Jun 75
Note-21p.; In St. Lawrence Island Yupik
Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701 ($1.00)
Language-Yupik
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Alaska Natives, Bilingual Education, Childrens Literature, Elementary Education, *Eskimo Aleut Languages, *Instructional Materials, *Language Instruction, Primary Education, Reading Instruction, *Reading Materials, Textbooks, Uncommonly Taught Languages
Identifiers-Alaska, *Saint Lawrence Island Yupik

This illustrated reader is intended for use in a bilingual education setting on the elementary level. It is a children's story in St. Lawrence Island Siberian Yupik. (AM)

ED 158 325 CS 204 321

Teaching of English: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1978 (Vol. 38 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date-78

Note-11p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Academic Achievement, Annotated Bibliographies, Audiovisual Aids, *Curriculum Development, Discourse Analysis, *Doctoral Theses, *Educational Research, Educational Television, *English Instruction, Higher Education, Humanistic Education, Humanities Instruction, Secondary Education, Teacher Characteristics

Identifiers-Virginia

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 12 titles deal with the following topics: a television course designed to improve community college students' writing skills; Christian humanism and the teaching of English; a folklore curriculum for junior high school students using Ghanaian folklore; an analysis of the components of the job of teaching college English; the status of humanities courses in Virginia secondary schools; the use of visual and audiovisual aids in the teaching of English; the interaction of teacher verbal aptitude and personality characteristics with pupil verbal ability and achievement; an analysis of the discourse structure of the English classroom; the Personal Sources Model of teaching, designed to make teaching a conscious activity; a model curriculum for community college-bound high school English students; innovative methods for teaching creative writing and literature; and the background of the first national curriculum report in the United States, the Report of the Committee of Ten'' (1892), and its Conference on English. (GW)

Waugh, Kenneth W.
Person-to-Person: Communication Skills for School, Home, and Everywhere.
Pub Date-Jun 78
Note-13p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Elementary Secondary Education, *Handicapped Children, *Parent Teacher Cooperation

The paper deals with identification and implementation of simple procedures and skills to help parents and special education teachers work with children and with each other. Discussed are guidelines for school personnel and parents to observe in their communication with each other. (Author/SBH)

ED 158 553 EC 111 954

Freinkel, Edna

Latest Trends on Special Education in the Republic of South Africa.

Pub Date-Jun 78

Note-12p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978); Document is marginally legble due to print quality

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Educational Trends, *Foreign Countries, *Learning Disabilities, *Program Descriptions

Identifiers-South Africa

The author reviews trends in South African special education for learning disabled (LD) students and describes the approach used at a special school for LD students. (CL)

ED 158 016 CE 017 349

Nishimura, Charles H. And Others
The Feasibility of Job Sharing by Public Employees in Hawaii. Some Preliminary Considerations.
Hawaii Univ., Honolulu. Legislative Reference Bureau.
Report No.-0392-A
Pub Date-Jul 77
Note-152p.; Information in some tables, because of small print, and portions of exhibits 2 and 3, because of poor print quality, will not reproduce well
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Cost Effectiveness, Economic Research, *Employment Opportunities, Employment Practices, Employment Projections, Expenditures, Failure Factors, *Feasibility Studies, Fringe Benefits, *Government Employees, *Job Development, Labor Economics, Literature Reviews, *Manpower Utilization, Models, Money Management, State Government, State Legislation, Success Factors, Unemployment Insurance, Welfare Recipients
Identifiers-*Hawaii, *Job Sharing

A two-part study was conducted to determine the feasibility of implementing job-sharing in state and county governments in Hawaii. First, a literature review was performed to obtain an overview of the job-sharing concept and of the results of its implementation in other state and local governments and businesses. The legislation relating to job-sharing in Maryland, California, and Palo Alto, California, was examined. Presented in part 2 is information that was gathered to construct a framework for an investigation of job-sharing in public employment in Hawaii; the fringe benefits of public employees were investigated; and an analysis was made of the cost impact of job-sharing by using hypothetical models. From the two parts the following conclusions were reached: (1) job-sharing is too new a concept to draw firm conclusions as to its merits and faults; thus, the other findings are to be considered theoretical, and followup studies need to be conducted; (2) job-sharing appears to reduce fiscal/economic costs when compared with the standard costs of hiring one full-time employee; and (3) if the secondary employee is presently supported either by welfare or unemployment insurance, there appears to be an overall reduction in costs to state and local governments. (The appendixes and exhibits in the report include copies of the legislation requesting the feasibility study; a list of the resource persons consulted; the methodologies to determine the cost of a welfare recipient sharing a job and the supplemental unemployment insurance benefits; and a bibliography and chronological history of job-sharing.) (ELG)

ED 158 052 CE 017 503

Blankenship, Karen And Others

Kentucky Consumer & Homemaking Education. Food & Nutrition Curriculum Guide, Semester Course.

Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.; Murray State Univ., Ky. Dept. of Home Economics.

Pub Date- 72

Note-86p.; Not available in hard copy due to reproducibility problems. For related documents see CE 017 459-460 and CE 017 496-506

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Career Education, Cultural Factors, Curriculum Guides, *Dietetics, Employment Opportunities, Ethnicity, Family Life, Federal Regulation, *Food, *Food Handling Facilities, Food Service Occupations, Foods Instruction, *Food Standards, Instructional Materials, *Nutrition, Nutrition Instruction, Performance Based Education, Physiology, Preservation, Psychology, Purchasing, Senior High Schools, Sociology, Storage

Identifiers-Kentucky

Intended for use by teachers at the high school level, this curriculum guide, which is one in a series of guides for consumer and homemaking education in Kentucky, outlines a semester special interest course in food management. The two units, comprehensive I and II, which are prerequisites for this course are found in a separate guide (CE 017 504). Covering many of the same topics in depth, this curriculum focuses on the following concepts: (1) the physiological, psychological, and sociological aspects of food; (2) cultural influences on family food patterns; (3) government regulations for food grading, packaging, labeling, and sanitation; (4) food purchasing and storage; (5) planning, preparing, and serving meals for the family and special occasions; (6) food preservation such as freezing, canning, jelly making, and pickling; and (7) career opportunities in food related occupations. The appendix contains instructional activities to be used in conjunction with the curriculum. Behavioral objectives are stated in terms of student competencies, and the specific teaching strategies are accompanied by references to outside resources (primarily books and films) and supporting generalizations. A list of resources is published at the end, including books, periodicals, pamphlets, and filmstrips. (ELG)

ED 158 091 CE 017 569

Varney, Beverly And Others
Multiple Learning Strategies Project. Medical Assistant. Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Dec 77
Grant-G007603808
Note-392p.; For related documents see CE 017 554-583
EDRS Price MF-$0.83 HC-$20.75 Plus Postage.
Descriptors-*Health Occupations Education, *Learning Activities, Learning Modules, *Medical Assistants, Medical Vocabulary, Sanitation, *Vocational Education, Young Adults

This instructional package, one of four designed for regular vocational students, focuses on the vocational area of medical assistant. Contained in this document are twenty-six learning modules organized into three units: language; receptioning; and asepsis. Each module includes these elements: a performance objective page telling what will be learned, what materials will be needed, and how the student will be evaluated; information pages (not always included) which provide information needed to perform the activity; and job step pages which detail steps (visuals included) necessary to do the tasks. (This document and related documents CE 017 570, CE 017 571, and CE 017 572 are one of two sets of learning modules on medical assistant written in formats designed for regular vocational and visually impaired students. The modules are part of a total set which includes over 1,300 modules written in a variety of formats on building maintenance, dietetic assistant, small engine repair, medical assistant, and graphics.) (JH)

ED 158 111 CE 017 761

Office Machine and Computer Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.-Bull-1955-6
Pub Date-78
Note-20p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Computer Science, Data Processing Occupations, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Equipment Maintenance, Equipment Manufacturers, Information Sources, Job Skills, Job Training, Machine Repairmen, *Occupational Information, Occupational Mobility, *Office Machines, Programers, Promotion (Occupational), Salaries, Systems Analysts, Technical Occupations, Wages, Work Environment

Focusing on office machine and computer occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include business machine repairers, computer operating personnel, computer service technicians, office machine operators, programmers, systems analysts, and office machine and computer manufacturing occupations. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 129 CE 017 779

Machine Repairers and Operators. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.-Bull-1955-25
Pub Date-78
Note-20p.; Photographs in this document may not reproduce well; For related documents see CE 017 756-797
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Appliance Repairing, Computers, Electrical Appliance Servicemen, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, *Equipment Maintenance, Information Sources, Instrumentation Technicians, Job Skills, Job Training, *Machine Repairmen, *Occupational Information, Occupational Mobility, Office Machines, Projection Equipment, Promotion (Occupational), Salaries, Wages, Work Environment

Focusing on machine repairers and operators, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include appliance repairers, bowling-pin-machine mechanics, business machine repairers, computer service technicians, electric sign repairers, instrument repairers, motion picture projectionists, and vending machine mechanics. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 147 CE 017 797

Banking and Insurance Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.-Bull-1955-7
Pub Date-78
Note-21p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-796
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Banking, Clerical Occupations, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Finance Occupations, Information Sources, Insurance Occupations, Job Skills, Job Training, Managerial Occupations, Mathematicians, *Occupational Information, Occupational Mobility, Promotion (Occupational), Salaries, Wages, Work Environment

Focusing on banking and insurance occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include bank clerks, bank officers/managers, bank tellers, actuaries, claim representatives, insurance agents/brokers, and underwriters. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 193 CG 012 776

Finn, Marie

Follow-Up Study: Wappingers Central School District, 1972, 1974, 1976 Graduates.

Pub Date-Jul 77

Note-77p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-*Curriculum Evaluation, *Educational Experience, Followup Studies, *Graduate Surveys, *High School Students, *Occupational Choice, Research Projects, Secondary Education, *Student Attitudes, Vocational Maturity

An analysis is made of the personal and educational experiences of the 1972, 1974, and 1976 graduates of two high schools, based on their responses to a survey form sent during the month of April, 1977. Data from parents and employers of these students, as well as from students who had left school before graduating, are also included. The population numbered 2,535 former students. A stratified sample was taken from the three classes with 150 students randomly selected from each class. The graduates' educational and employment activities, as well as selected attitudes toward the high school experience, are reported. Subjective and objective responses were elicited by questions aimed at uncovering pertinent data related to the following: educational and occupational activity; type of educational institution attending or attended; employment situation; usefulness of high school courses; person or persons most helpful in planning for the future; helpfulness of high school in those areas students perceived to be of value; suggestions, observations or changes related to high school training; personal data. The document might be useful to other school districts interested in doing similar followup. (Author)

Hackett, Gail

Coping with Pain: A Review of Cognitive-Behavioral Interventions.

Pub Date-Mar 78
Note-37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, CANADA, March, 1978)
Available from-Gail Hackett, Division of Counseling and Educational Psychology, 312 Carpenter Building, The Pennsylvania State University, University Park, PA, 16802
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Adjustment (to Environment), Anxiety, *Behavioral Counseling, *Behavior Change, *Cognitive Processes, *Intervention, Medical Services, *Personal Adjustment, Psychological Patterns, State of the Art Reviews
Identifiers-*Biofeedback, *Pain

The phenomenon of pain is still very puzzling. It is not a purely physical phenomenon. Overwhelming research evidence suggests various psychological variables affecting the pain experience. The purpose of this paper is to present an overview of some promising cognitive-behavioral approaches to the control of pain. Anxiety clearly plays a role in attenuating or intensifying the subjective experience of discomfort. However, the exact nature of the role played by anxiety and how best to influence it are unknown. Nonspecific factors such as expectation, suggestion, and other so-called ``placebo'' effects can greatly influence pain. Cognitive variables such as distraction, imagery manipulation, and modeling influences are also therapeutically productive. Their superiority over nonspecific influences has not been demonstrated, however. Relaxation and biofeedback techniques may offer some answers to problems involving specific types of pain, but a comprehensive approach stressing self-control skills seems to be the direction to take in future pain research. (Author)

ED 158 347 CS 502 208

Speech Communication and Communication Processes: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through September 1977 (Vol. 38 Nos. 1 through 3).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-78
Note-17p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Accounting, Annotated Bibliographies, Black Colleges, College Students, *Communication (Thought Transfer), Community Relations, Court Cases, *Doctoral Theses, Elementary Secondary Education, Ethnocentrism, Higher Education, *Interaction Process Analysis, *Interpersonal Relationship, Marriage, Nonverbal Communication, Nursery Schools, Persuasive Discourse, Politics, Rhetoric, Social Work, *Speech Communication, Student Teacher Relationship, Teacher Attitudes
Identifiers-*Communication Research, Hayden (Thomas Emmet), Muskie (Edmund S), Obscenity, Political Campaigns

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 22 titles deal with a variety of topics, including the following: the rhetorical effectiveness of Senator Edmund S. Muskie's 1972 Presidential primary election campaign; persuasive speaking techniques of black college and university presidents involved in fund-raising efforts; the function of communication in consensus-building in two rural Wisconsin communities; effects of self-disclosure and attitude similarity on the reduction of interpersonal conflict; nonverbal communication in marital interaction; persuasive communication and accounting; criteria for effective oral argument before a court of appeals; a category system for analyzing superior/subordinate communication behavior; the relationship between teachers' attitudes and their perceptions of students' communication behaviors; the effect of expected ethnocentricity and racial and attitudinal similarity on communicator effectiveness; paralinguistics and the college teacher; verbal obscenity; children's social interactions; teacher/pupil communications in nursery schools; and an analysis of the advocacy of Tom Hayden as a radical intellectual activist in the New Left social movement. (GW)

ED 158 388 EA 010 797

Curry, Blair H. And Others
Data Base Reexamination as Part of IDS Secondary Analysis.
Pub Date-27 Mar 78
Note-30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Data Analysis, Data Processing, Statistical Studies
Identifiers-Instructional Dimensions Study

Data reexamination is a critical component for any study. The complexity of the study, the time available for data base development and analysis, and the relationship of the study to educational policy-making can all increase the criticality of such reexamination. Analysis of the error levels in the National Institute of Education's Instructional Dimensions Study (IDS) revealed inconsistencies between the data gathered in the field and the data finally analyzed in the study. Most of these problems were traced to processing errors that could have been corrected before the data were analyzed. The results of the IDS data base reexamination indicate that spending additional time and effort to assure accuracy of the data processing techniques could have saved time and effort by eliminating the need to search for problems. This document briefly describes the basic purposes and the technical design of the IDS to clarify the processes used in this instance of data reexamination. Three examples of error-finding and error-solving are included. (Author/PGD)

ED 158 412 EA 010 839

Dunifon, William S.
The Dimensions of Educational Leadership Amid the Unfamiliar.
Pub Date-10 Jun 78
Note-22p.; Paper presented at the Canadian School Trustees' Association Congress on Education (1st, Toronto, Ontario, June 17-21, 1978); Page 15 may be illegible
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Elementary Secondary Education, Leadership Qualities, *Leadership Styles, Organizational Theories

Today's paucity of effective leadership depends in part on the mistaken idea that leadership is a set of activities and behaviors isolated from everything else. Effective leadership, rather, is a product of the interdependence between leader behavior and a number of circumstantial variables. These variables include (1) the social, economic and political context of the organization; (2) the real (as distinct from ostensible) nature, goals, and objectives of the organization; (3) the history of the organization; (4) the needs of the organizational members; (5) the leader's own needs; (6) the task at hand; and (7) the nonnegotable factors in the situation. The range of functional leadership styles is arranged in a continuum from autocratic through democratic. The effective leader chooses behavior that ranges across a portion of the continuum, depending on the situational variables and his or her own personal needs. Unfortunately, more leaders, in the face of overwhelming demands, are more frequently moving beyond a democratic style of leadership to an ``abdiocratic'' style that means complete abdication of the leadership role. The effective leader today is one who can move from an assessment of the circumstantial variables to a realistic choice of leadership based on that assessment. (Author/JM)

ED 158 432 EA 010 862

Maryland Accountability Program Report, Year III. School Year 1975-1976.

Maryland State Dept. of Education, Baltimore.; Westat Research, Inc., Rockville, Md.
Pub Date-1 Jan 77
Note-707p.; For related documents, see ED 118 635-638 and EA 010 863; Not available in paper copy due to very small print of parts of original document
EDRS Price MF-$1.33 Plus Postage. HC Not Available from EDRS.
Descriptors-Academic Ability, Academic Achievement, Accounting, Annual Reports, *Educational Accountability, Elementary Secondary Education, Reading Achievement, Special Education, State Departments of Education, *State Programs, Tables (Data), Test Results
Identifiers-Maryland

The third report required by the Maryland Educational Accountability Act, this report contains a description of the implementation of the Maryland Accountability Program on the state and local school system levels, including present achievement and future plans; demographic data for the state, local school systems, and schools; assessment data on ability and achievement summarized at the state and local school system levels for grades three, five, seven, and nine; assessment data on ability and achievement for each Maryland public school for grades three, five, seven, and nine; and assessment data on functional reading for grades seven and eleven. On the Iowa Test of Basic Skills, Maryland's third- and fifth-graders scored better than, or the same as, their 1970 national norm sample counterparts; Maryland seventh- and ninth-graders fell short of the seventh- and ninth-grade averages in the national norm sample. In grade seven, 65.2 percent achieved competency on the Maryland Functional Reading Test. In grade eleven, 80.3 percent achieved competency. Concluding chapters contain suggestions to improve student achievement, and to implement uniform financial reporting procedures in the spirit of accountability. The Maryland special education program and an accountability program being piloted at a special school are also discussed. (Author/JM)

ED 158 487 EC 111 888

Mba, P. O.

Priority Needs of Special Education in Developing Countries The Case of Nigeria.

Pub Date-Jun 78
Note-11p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Developing Nations, *Educational Needs, Elementary Secondary Education, Foreign Countries, *Handicapped Children, *Special Education
Identifiers-*Nigeria

Despite huge investments in general education in most developing countries such as Nigeria, education of the handicapped has hitherto been left in the hands of voluntary organizations, owing to a general negative attitude toward disability in communities characterized by mass illiteracy. Current special education needs in developing countries reflect similar needs in Europe and America in the 19th Century, and result from minimal involvement on the part of the government in the welfare of the handicapped. Results of a survey of special education needs in Nigeria reaffirm the need for a concerted effort on the part of special education professionals to evolve model comprehensive special education programs for the country. (Author/SBH)

ED 158 170 CG 012 661

Lakin, M. And Others

Group Interactions Among the Elderly and Group Therapy Interventions.

Spons Agency-Administration on Aging (DHEW), Washington, D.C.

Pub Date-Nov 77

Grant-90-A-1013

Note-39p.; Paper presented at the Conference of the Gerontological Society (29th, New York, N.Y., October, 1977)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Content Analysis, Discussion Groups, *Group Dynamics, *Group Therapy, *Individual Needs, *Interaction Process Analysis, Intervention, Research Projects, Self Actualization, *Senior Citizens

Methods developed for investigating group processes and contents among four Senior Citizens' discussion groups are described. The process dimensions are boundary behaviors, subgrouping, normative behaviors, organizing, establishing personal significance, group and leader interchanges, self disclosures, conflict, support, and emotional atmosphere. Content categories include physiological, security, belongingness/love, esteem, and self actualization concerns and satisfactions. Analysis of variance and correlational techniques are used to assess frequencies of occurrence of these dimensions and categories and the relationships among them. It is shown that one may analyze process and content elements of group behavior among these aged. It is argued that viewing groups of elderly participants in these terms will yield advantages for application of group helping techniques. The contention is that group helping techniques should be geared to the naturally occurring group processes at the appropriate developmental stages for their intended beneficiaries. (Author)

ED 158 259 CS 004 319

Gillet, Jean Wallace Kita, M. Jane

Words, Kids, and Categories.

Pub Date-May 78
Note-13p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Classroom Games, *Concept Formation, Elementary Education, *Language Development, *Reading Instruction, Sight Vocabulary, Teaching Techniques, *Word Study Skills
Identifiers-*Word Sorts

The word sort is a technique which capitalizes upon a child's natural feature analysis abilities. In a word sort the learner physically arranges words printed on small cards into groups. This technique can be used in many ways to help children draw conclusions about how words are related. There are two types of sorts: in closed sorts'' the criterion which the words in a group must share is stated in advance; in open sorts'' no criterion is stated. Word sorts are most effectively introduced in small groups of eight to ten children. Once the mechanics of sorting have been established through the use of picture cards, the teacher can initiate a closed sort focusing on a specific word feature illustrated by one of the cards. Next the teacher may introduce word card sorts, again using picture cards as key words. Finally, the teacher can introduce the open sort concept. Word sorts can be used equally well with advanced readers. They can also be used as games, thus presenting a viable alternative to traditional word study programs. Word sorts are flexible enough to be used with individuals and groups, with teacher direction or as independent activites. They grow with the children. (FL)

ED 158 554 EC 111 955

Kalu, Wilhelmina J.

Salvage Operation: The Head Teacher and the Future of Special Education in Nigeria.

Pub Date-Jun 78

Note-20p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Educational Trends, *Foreign Countries, *Handicapped Children, *Public Policy, Special Education, *Teacher Role

Identifiers-*Nigeria

The paper reviews trends in special education in Nigeria, including a discussion on national policy and such problems as lack of trained personnel and facilities. The author suggests, based on a pilot study involving 48 Head Teachers, that Head Teachers could have a prominent role in improving special education services. (CL)

ED 158 596 FL 009 703

Nashaknik, Henry Nageak, James
Anulhuyuk.
Alaska Univ., Fairbanks. Alaska Native Language Center.
Pub Date-73
Note-57p.
Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701 ($2.00)
Language-Inupiaq
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Alaska Natives, *Athapascan Languages, Bilingual Education, Elementary Education, *Eskimo Aleut Languages, Eskimos, Folk Culture, *Instructional Materials, Intermediate Grades, *Language Instruction, Reading, *Reading Instruction, *Reading Materials, Uncommonly Taught Languages
Identifiers-Alaska, *Barrow Inupiaq

This illustrated reader is in the North Slope (Barrow) dialect of Inupiaq. A traditional story, it is intended for competent speakers of the language with knowledge of the writing system. (AMH)

ED 158 456 EC 111 829

Milne, Nidia Moreno
Learning is Fun Through Learning Centers.
Pub Date-Jun 78
Note-9p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Elementary Secondary Education, *Handicapped Children, *Learning Laboratories, *Program Development

The paper discusses the steps a teacher should follow in organizing a learning center. Considered are the two types of learning centers (curriculum and skill area centers), skill objectives, and criteria for selecting materials and equipment. (SBH)

ED 158 518 EC 111 919

Nelson, Marshall R.

Educational Achievements of Down's Syndrome Children.

Pub Date-Jun 78

Note-14p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Academic Achievement, *Downs Syndrome, Exceptional Child Research, *Foreign Countries, Mentally Handicapped, *Research Reviews (Publications), Surveys

The conference paper reviews information on the educational achievements of Down's Syndrome children based on research and results of correspondence with agencies and personnel in 15 countries. (CL)

ED 158 035 CE 017 466

Shields, Patricia M.

The Determinants of Service in the Armed Forces during the Vietnam Era.

Ohio State Univ., Columbus. Center for Human Resource Research.

Spons Agency-Employment and Training Administration (DOL), Washington, D.C.

Pub Date-Dec 77

Note-171p.; Portions of some data tables may not reproduce because of small, broken type

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors-Demography, Economic Factors, Educational Background, Enlisted Personnel, *Environmental Influences, Fathers, Health, Individual Characteristics, Intelligence, *Justice, Males, *Military Service, Multiple Regression Analysis, National Surveys, *Personnel Selection, Public Policy, Racial Factors, *Recruitment, Social Science Research, *Socioeconomic Influences, Socioeconomic Status, Unemployment, Wages, Young Adults

Identifiers-Selective Service System, Vietnam War

A comprehensive investigation of the military recruitment process during the Vietnam era focused on multiple facets of the equity issue to assess the impact of military manpower policies. Using data from a sample of young men in the National Longitudinal Surveys (NLS) three questions were addressed: who served, who was drafted, and who chose to enlist. The effects of ten determinants of military service (health conditions, mental ability, dependents, education, draft pressure, socioeconomic status, residence, earnings, unemployment, and knowledge of the world of work) on the probability of serving, enlisting, and being drafted were studied. Formulated hypotheses were tested by multiple classification analysis and logit. Separate analyses by race were also conducted. Results of the study included these: fathers served at rates significantly below average; racial inequalities in implementation of the health deferment existed; the military did not draw disproportionately from any one social class when fulfilling its manpower demands; draft pressure was the strongest predictor (the manpower needs of an intensifying war may have been the single most important factor in negating some of the earlier inequitable draft policies); and potential wage was not significantly related to black enlistment, though it was a strong predictor among whites. (JH)

National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module XIII. Management of the Emotionally Disturbed.

National Highway Traffic Safety Administration (DOT), Washington, D. C.
Report No.-DOT-HS-802-450
Pub Date-77
Note-55p.; For related documents see CE 017 514-529; The student text and workbook will be available separately
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 050-003-00292-5)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Behavioral Objectives, Clinical Diagnosis, Clinical Experience, Curriculum Guides, *Emergency Squad Personnel, *Emotionally Disturbed, Job Skills, *Job Training, Learning Activities, Lesson Plans, Medical Treatment, Paramedical Occupations

This instructor's lesson plan guide on the management of the emotionally disturbed is one of fifteen modules designed for use in the training of emergency medical technicians (pediatrics). Five units of study are presented: (1) emotional aspects of illness and injury; (2) approach to the patient assessment; (3) psychiatric emergencies such as depression, suicidal behavior, paranoid reactions, and phobias; (4) techniques of management including the use of the open-ended interview as a method of gathering information and of managing an emotional crisis; and (5) clinical experience in the psychiatric unit. Lecture, demonstration, and practice session materials focus on instruction in methods of restraining a combative patient. Each unit contains these elements: behavioral objectives, teaching procedures, a content outline, demonstration outlines, and lists of needed equipment and materials. Student skill evaluation sheets are provided. (It is suggested that each module can be presented individually or combined with other modules to construct a course for a selected group of students. CE 017 514 is a course guide for use in planning and implementing the total training program.) (JH)

ED 158 238 CS 004 281

Summary Highlights; Maryland Accountability Program Report, Year II, School Year 1975-1976.

Maryland State Dept. of Education, Baltimore.; Westat Research, Inc., Rockville, Md.

Pub Date-1 Jan 77

Note-307p.; For related documents, see CS004281-284 ; Parts may be marginally legible due to small print

EDRS Price MF-$0.83 HC-$16.73 Plus Postage.

Descriptors-*Academic Achievement, *Basic Skills, Cost Effectiveness, *Educational Accountability, *Educational Objectives, Elementary Secondary Education, Evaluation Criteria, Goal Orientation, Mathematics, Performance Based Education, *Program Evaluation, Reading, *State Programs, Writing

Identifiers-*Maryland

The statewide (Maryland) educational accountability plan described in this report was adopted in 1973 and called for the development and establishment of the following: statewide goals in reading, writing, and mathematics; local goals and objectives in each of 24 school systems in conformance with state goals; a comprehensive and uniform statewide testing program; procedures for collecting data on student, home, community, and school characteristics; and a method whereby school systems would report test results and other information to the state. This summary report for the school year 1975-1976 defines accountability in the context of the state accountability act, outlines the scope of the statewide program, presents accountability assessment information on both the state and local school systems (by county), describes the purpose, scope, objectives, and rationale of the process evaluation, and reports on the program's financial and accounting procedures. Numerous tables and charts illustrate the report and six appendixes contain a copy of the Accountability Act; a list of the goals for reading, mathematics, and writing; the Maryland State Board of Education Resolution; and information on standardized testing and test results. (MAI)

Wehren, Aileen And Others
The Development of Noun Definition.
Pub Date-Mar 78
Note-10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Adults, *Child Language, *Definitions, Elementary School Students, Language Ability, Language Development, Language Research, *Learning Processes, *Linguistics, *Nominals, *Semantics

Research studies have demonstrated that children tend to define nouns by describing first their function and later the object to which they refer. In a study devised to trace the development of noun definition in the language of grade school children and adults, 20 subjects from each of four grade levels (kindergarten and grades two, four, and six) and 20 adults were asked to define 15 common nouns under two separate conditions: with the objects present and without the objects present. Definitions were classified as concrete, functional, or a combination of the two and were analyzed by grade level of subjects, condition, and category. The study revealed that both children and adults consider function to be the main determinant of noun meaning, that concrete aspects are introduced at about the fourth grade and are used to distinguish between and within concepts, and that the use of analogies is a strategy to make a definition more explicit and is not a part of the definition itself. The study supported a cognitive-linguistic explanation of noun definition development in that it showed that a shift from functional to combinatorial definitions occurs with increasing age. (MAI)

Hahn, Taeyoul, Comp.
Mass Communication in Republic of Korea: An Annotated Bibliography. Asian Mass Communication Bibliography Series 8.
Asian Mass Communication Research and Information Centre, Singapore.
Pub Date-77
Note-78p.
Available from-Asian Mass Communication Research and Information Centre, 39 Newton Road, Singapore 11 ($10.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Agency Role, *Annotated Bibliographies, Audiences, Broadcast Industry, *Communication (Thought Transfer), Educational Television, Films, Government Role, Information Theory, Marketing, *Mass Media, Media Technology, Newspapers, Periodicals, Public Relations, *Reference Materials, Social Influences
Identifiers-Advertising, *Asia, Intercultural Communication, *Korea

As one of a series of ten bibliographies on Asian countries, this work covers the multi-disciplinary field of mass communication in the country of Korea. For the bibliography, areas such as agriculture, anthropology, community development, economics, education, law, political science, population, public administration, sociology, social psychology, and urban studies were searched for materials on relevant aspects of communication. The contents are organized according to the following topics: bibliography and reference material, communication theory and research methods, communication (general), newspapers, print media, broadcast media, film, traditional media, law of mass communication, communication in development, mass media in formal education, advertising, marketing, public relations and management, government communication, international and intercultural communication, social contexts of the media, communication technology, and mass communication periodicals. A short descriptive annotation accompanies most titles, except where the titles are adequately descriptive of the content. An author index is included. (MAI)

ED 158 368 EA 010 766

Trasler, Gordon

School, Delinquency, and the Youth Culture'' in Britain and North America.

National Council on Crime and Delinquency, Hackensack, N.J. NewGate Resource Center.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Pub Date-Feb 78

Note-53p.; Chapter 38 of Theoretical Perspectives on School Crime, Volume I''; For other papers in this volume, see EA 010 729-768 ; Best copy available

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Academic Achievement, *Cross Cultural Studies, *Delinquent Behavior, Elementary Secondary Education, Foreign Countries, Lower Class, School Vandalism, *Social Class, *Student Alienation, Student Behavior, Student Teacher Relationship, Teacher Behavior, Truancy

Identifiers-*Great Britain

One of 52 theoretical papers on school crime and its relation to poverty, this chapter is essentially a study of the relations between delinquency and the school system in Britain and an analysis of the extent to which British experience is relevant to the study of delinquency in the United States and in Canada. There is little serious crime in British schools, although damage to school buildings (especially arson) out of school hours is a problem. The principal significance of the British state school system in this regard is that it generates stresses and frustrations that create the conditions in which a delinquent subculture can develop and persist. This paper reviews what is known of the relations among delinquency, behavior in school, truancy, and scholastic performance, and considers how the perceptions and the behavior of teachers may mitigate or exacerbate tendencies towards the development of an antischool subculture. Connections between school and postschool concerns, the significance of the lower-class leisure culture,'' and the emergence of a distinctively adolescent culture are considered. Finally, the relevance of British studies to attempts to explain the relations between school subcultures and delinquency in the United States and in Canada is discussed. (Author/MLF)

ED 158 326 CS 204 322

Einsiedel, Edna F.

Television in the Courtroom: An Ohio Experiment.

Pub Date-Aug 78
Note-27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Audiovisual Communication, *Broadcast Television, *Court Litigation, Due Process, Guidelines, Justice, *Mass Media, Media Research, *News Media, Newspapers, *News Reporting, Photography, Surveys, *Video Tape Recordings
Identifiers-*Ohio

As a result of the Bruno Richard Hauptmann trial in 1935, the American Bar Association enacted Canon 35 (amended in 1952 and 1963 to incorporate stricter standards) that recommended the banning of certain media coverage in the courtroom. Subsequent surveys conducted among the legal community in Oklahoma, Illinois, and Florida regarding Canon 35 have produced mixed reactions. In March 1978, a study examined the effects of controlled audiovisual coverage (with participants and spectators unaware of what was being recorded) of the second trial of a person convicted in 1973 for murder and rape. The study included tabulation and filing of all newspaper stories and pictures, evaluation of television coverage by four stations, interviews with trial participants, and a telephone survey of a random sample of lawyers and judges in Summit County (Ohio), where the trial took place. It was concluded that the news reporting was fairly straightforward; the televised coverage did not sway the surveyed lawyers in their attitudes toward media coverage of trials; the attorneys, presiding judge, and witnesses felt that the coverage had been fair and responsible; most respondents and participants approved of the manner of coverage; and attitudes toward the issue correlated with age, experience, knowledge of videotaping, and type of practice. (Tables are included and the Ohio rules governing media access are appended.) (MAI)

ED 158 389 EA 010 798

Long, David C. And Others

Legal Constraints on Decentralized Decision-Making in the Public School System of the District of Columbia.

Lawyers' Committee for Civil Rights Under Law, Washington, D.C.
Spons Agency-Ford Foundation, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 77
Note-200p.
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-Administrator Role, Boards of Education, Citizen Participation, Community Control, Court Litigation, *Decentralization, Decision Making, Elementary Secondary Education, Federal Legislation, Parent Participation, Power Structure, Teacher Participation
Identifiers-District of Columbia

Faced with a legal mandate to equalize educational resources available to its public elementary schools, can the Board of Education of the District of Columbia respond effectively to the public pressure for decentralization of its decision-making systems? The answer may be determined through the responses to two further questions: to what extent can the board legally involve local parent and citizen boards in decision-making at the school and regional levels; and to what extent can administrators and teachers at these levels legally participate in such decision-making? To determine the board's power to delegate or subdelegate its functions to local boards, it is necessary to analyze the District of Columbia Code, court decisions, union contracts, and other legal requirements. The authority of the board itself is restricted by its position in the District of Columbia's governing structure. This document first analyzes the extent of the board's authority and second considers in detail several major functions that might be decentralized, as well as the effects such decentralization could have. In general it is suggested that opportunities for decentralization exist and can be legally supported to an extent previously unexpected by past board members. (Author/PGD)

ED 158 457 EC 111 830

Gardner, Jacqueline

A Counselor-Based Work-Study Program for Educable Mentally Retarded Youth.

Pub Date-Jun 78

Note-12p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Counseling Services, *Counselor Role, Delivery Systems, *Educable Mentally Handicapped, Elementary Education, Mentally Handicapped, *Program Descriptions, Public Schools

The paper describes a public school delivery system which provides counseling for educable mentally retarded students (pre-primer through sixth grade). The system is noted to incorporate the following guidelines: (1) exceptional students have the same counseling needs as "normal" students, but their disabilities create special needs of which educators must be aware; (2) the counselor has a special function to help the educable mental retardate find his competencies and to help him move toward developing his full potential; (3) the counselor must establish a warm and human relationship; and (4) the counselor should also reach into the community to help spread the idea that educable mental retardates can become productive citizens. (Author/SBH)

ED 158 488 EC 111 889

Schroeder, Lori
Learning Disabled: Something Has to be Done.
Pub Date-Jun 78
Note-7p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Elementary Secondary Education, *Labeling (of Persons), *Learning Disabilities
Identifiers-*Personal Experiences

The author, a student with learning problems, relates incidents from first grade to high school which point out the negative effects of labeling. (SBH)

ED 158 519 EC 111 920

Platt, Sandra M.
Museum Resource Utilization for the Deaf High School Student.
Pub Date-Jun 78
Note-19p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Aurally Handicapped, Conference Reports, *Deaf, Enrichment Activities, *Museums, *Program Descriptions, Program Evaluation, Secondary Education
Identifiers-*Model Secondary School for the Deaf

The conference report describes a project to increase the use of museums in enhancing and supplementing school and enrichment activities for students at the Model Secondary School for the Deaf (MSSD). The values of museum experiences for the deaf are analyzed, and activities coordinated between the Museum of African Art in Washington, D.C., and MSSD are described. Appended is a report summarizing the goals, objectives, evaluation, and recommendations of the project. (CL)

Solomon, Madeline Jones, Eliza

Dotson'Sa Taaleebaay Laatlghaan (How the Raven Killed the Whale).

Alaska Univ., Fairbanks. Alaska Native Language Center.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-76

Grant-NEH-RO-20196-74-54

Note-12p.

Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701 ($.75)

Language-English; Athapascan

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Alaska Natives, American Indian Languages, *Athapascan Languages, Bilingual Education, Childrens Literature, Elementary Education, Folk Culture, *Instructional Materials, *Language Instruction, Reading, *Reading Instruction, *Reading Materials, *Tales, Uncommonly Taught Languages

Identifiers-Alaska, *Koyukon Athapascan

This reader is intended for use in a bilingual education setting. It consists of a traditional story in Koyukon Athapascan (Central Dialect). An English translation is attached. (AMH)

ED 157 999 CE 016 798

Fox, Wayne L. And Others

Individual Differences in Learning Performance: The Role of Aptitude.

Human Resources Research Organization, Alexandria, Va.
Pub Date- 69
Note-80p.; Not available in hard copy because of poor reproducibility
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Ability, Achievement Rating, Adult Vocational Education, *Aptitude, *Complexity Level, Enlisted Personnel, High Achievers, *Individual Differences, *Job Training, Learning Difficulties, *Low Ability Students, Low Achievers, Military Training, Performance Tests, Skill Development, *Task Performance, Teaching Methods, Vocational Aptitude
Identifiers-Armed Forces Qualification Test

A study was designed to examine relationships of aptitude level to training performance on tasks of varying complexity and to determine if differential job training might be required. A complexity rated training battery with eight tasks (simple/choice monitoring, rifle assembly/disassembly, equipment preparation, map symbols, phonetic alphabet, and position plotting) was administered to 183 recruits selected through Armed Forces Qualification Test (AFQT) scores. Three homogeneous experimental groups were formed from subjects with different aptitude levels (HI-AFQT, MD-AFQT, and LO-AFQT). Results on simple and choice monitoring tasks revealed LO-AFQT subjects displayed poorer response times compared to HI-AFQT subjects. Rifle assembly/disassembly task differences were noted in favor of HI-AFQT subjects for mean response time and prompts. LO-AFQT subjects required more prompts, trials, and learning time than HI-AFQT subjects on the equipment preparation task. Wider within-group variability was noted for LO-AFQT subjects than other groups on map symbols and phonetic alphabet tasks. On the position plotting task LO-AFQT subjects required more training and displayed more within-group variability than HI-AFQT subjects. Findings suggest efficient training will depend on recognition of individual aptitude differences and instructional program designs compatible with individual learning rates and final performance capabilities. (CSS)

ED 158 092 CE 017 570

Varney, Beverly And Others
Multiple Learning Strategies Project. Medical Assistant. Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Dec 77
Grant-G007603808
Note-381p.; For related documents see CE 017 554-583
EDRS Price MF-$0.83 HC-$20.75 Plus Postage.
Descriptors-Diagnostic Tests, Equipment Maintenance, *Health Occupations Education, *Learning Activities, Learning Modules, *Medical Assistants, Medical Evaluation, Supplies, *Vocational Education, Young Adults

This instructional package, one of four designed for regular vocational students, focuses on the vocational area of medical assistant. Contained in this document are forty-six learning modules organized into three units: examination; supplies and equipment maintenance; and diagnostic tests. Each module includes these elements: a performance objective page telling what will be learned, what materials will be needed, and how the student will be evaluated; information pages (not always included) which provide information needed to perform the activity; and job step pages which detail steps (visuals included) necessary to do the tasks. (This document and related documents CE 017 569, CE 017 571, and CE 017 572 are one of two sets of learning modules on medical assistants written in formats designed for regular vocational and visually impaired students. The modules are part of a total set which includes over 1,300 modules written in a variety of formats on building maintenance, dietetic assistant, small engine repair, medical assistant, and graphics.) (JH)

ED 158 112 CE 017 762

Business Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.-Bull-1955-8
Pub Date-78
Note-25p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Accountants, *Business, Commercial Art, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Financial Services, Industrial Relations, Information Sources, Job Skills, Job Training, Lawyers, Managerial Occupations, Marketing, *Merchandising, *Occupational Information, Occupational Mobility, Personnel Management, Promotion (Occupational), Purchasing, Salaries, Wages, Work Environment

Focusing on business occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include accountants, advertising workers, collections workers, credit managers, industrial traffic managers, lawyers, marketing research workers, personnel and labor relations workers, public relations workers, and purchasing agents. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 130 CE 017 780

Small Business Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.-Bull-1955-26
Pub Date-78
Note-21p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Barbers, Business, Cosmetologists, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Information Sources, Job Skills, Job Training, Musical Instruments, *Occupational Information, Occupational Mobility, Promotion (Occupational), *Repair, Salaries, *Service Occupations, Service Workers, Television Repairmen, Wages, Watchmakers, Work Environment

Focusing on small business occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include barbers, cosmetologists, funeral directors/embalmers, furniture upholsterers, jewelers, locksmiths, piano and organ tuners/repairers, shoe repairers, television and radio service technicians, and watch repairers. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 194 CG 012 777

Moody, Charles D., Ed. And Others

Humanistic Education in Desegregated Schools.

Michigan Univ., Ann Arbor. Program for Educational Opportunity.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-77
Contract-305-75-0001
Note-177p.
Available from-Program for Educational Opportunity, 1046 School of Education, The University of Michigan, Ann Arbor, Michigan, 48109 (1-5 copies, no charge as long as supply lasts)

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors-*Affective Behavior, Conference Reports, *Curriculum Design, Elementary Secondary Education, *Humanistic Education, Individual Development, *Instructional Materials, *Psychoeducational Processes, *School Integration, Teaching Methods

The papers contained in this volume were given during a conference on Humanistic Education in Desegregated Schools.'' The papers address a variety of issues in humanistic education, some practical and some theoretical. All attempt to assist elementary and secondary school personnel to accept diversity, whether based on race, sex, or national origin, as a viable inclusion in instructional materials and processes. They are based on the idea that the affective component of learning should not be left to chance, but intentionally built into the lesson design. The proceedings are divided into four major sections: (1) The Role of Teachers and Administrators in Humanistic Education; (2) Cross-Cultural Communications: A Means to Humanistic Desegregation; (3) Implementing Humanistic Education in the Desegregated Classroom; and (4) Why Humanistic Education? (Author)

ED 158 218 CG 012 955

Zingraff, Matthew T.

Prisonization: A Comparison of Male and Female Delinquents.

Pub Date-77

Note-42p.; Paper presented at the Annual Meeting of the American Sociological Association (72nd, Chicago, Illinois, September 5-9, 1977); Best copy available

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Corrective Institutions, *Delinquent Rehabilitation, *Disadvantaged Environment, Females, *Institutionalized Persons, Males, Prisoners, Research Projects, Social Environment, Social Influences, *Socialization

Identifiers-*Prisonization

Two general explanatory models have been proposed to account for the emergence and quality of the inmate subculture. The deprivation model focuses upon the notion that correctional institutions are based upon coercion and that the institutional experience degrades and deprives the inmate. The inmates' adaptive response to these structurally-generated problems is to create a new normative order; one which provides the inmate with social status in an otherwise status-depriving situation. The importation model argues, in contrast, that the inmate subculture is a product of prior socialization and experiences. This research assesses the relative explanatory power of each theoretical model as a predictor of inmate adaptations to confinement. Data were gathered from two institutions for juveniles, one male and one female. The findings indicated that the deprivation model of imprisonment was the better predictor of prisonization for males. However, such a clear-cut distinction between the explanatory power of each model was not evidenced for the female population. It was suggested that these differences between the male and female samples were a result of the varying levels of coercive force utilized in the two settings. (Author)

ED 158 260 CS 004 321

Olson, Joanne P.

What the Reading Teacher Says to the Science Teacher: Ten Ideas for Adapting Science-Related Reading Materials to Students' Reading Needs.

Pub Date- 77

Note-9p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Content Reading, Elementary Secondary Education, *Reading Improvement, *Reading Instruction, *Reading Materials, Reading Skills, Science Fiction, *Science Instruction, Science Materials, *Teaching Techniques

Because a science class may contain students with greatly differing reading abilities, the science teacher must not only teach science concepts, but also design an instructional program which meets the needs of students at all reading levels. Such a program might be developed from the following ten ideas. Idea one, guided reading instruction, is a general strategy for aiding students in reading science. Idea two, guided reading sheets, is a means for differentiating reading assignments. Idea three suggests ways of using a single textbook creatively. Idea four is the use of multi-level materials, while idea five adds a multiple materials approach. Idea six is the use of discussion groups composed of students with various achievement levels. The creation of word banks, idea seven, can be useful in encouraging students to learn technical terms. Writing activities, idea eight, can be used to help students work through science processes which they find difficult. Idea nine is the use of science-related literature to interest students, and idea ten is the use of science materials to encourage creative thinking. These ideas may be used singly or in combination; they may also be adapted to fit the needs of a specific science program. (FL)

ED 158 413 EA 010 840

Proposition 13: Its Impact on the Nation's Economy, Federal Revenues, and Federal Expenditures. Background Paper.

Congress of the U.S., Washington, D.C. Congressional Budget Office.
Pub Date-Jul 78
Note-44p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 052-070-04593-1; $2.20)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Economic Research, Federal Government, *Property Taxes, Tables (Data)
Identifiers-*California State Proposition 13

When effects of Proposition 13 are taken as a whole, the amendment will have an insignificant overall effect on the nation's economy. The property tax cut will stimulate consumer spending somewhat and lead to a lower price level because property taxes are a part of the housing component of the consumer price index (CPI). These economic stimulants, however, will be balanced by necessary cutbacks in state and local spending that should depress the economy. More precisely, Proposition 13 will cause (1) marginally lower levels of real economic activity through the first half of 1978 and marginally higher levels by mid-1980; (2) an employment loss of about 60,000 by the end of 1978 that will gradually diminish; and (3) a reduction in the CPI of .2 percent by the end of 1978 and .4 percent by mid-1980. The proposition will cause only slight increases in federal revenues, as smaller federal property tax deductions balance the lower income tax collections resulting from the measure's depressive influences. Total federal expenditures will not be significantly affected. If similar propositions spread to a large number of states, the net effect could be a slowdown in economic activity and employment growth, unless tax reductions are at least twice as large as the accompanying expenditure cuts. (Author/JM)

ED 158 433 EA 010 863

Maryland Accountability Program Report, Year IV. School Year 1976-1977.
Maryland State Dept. of Education, Baltimore.; Westat Research, Inc., Rockville, Md.
Pub Date-1 Jan 78
Note-345p.; For related documents, see ED 118 635-638 and EA 010 862; Not available in paper copy due to very small print of parts of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Academic Achievement, Annual Reports, *Educational Accountability, Elementary Secondary Education, State Programs, Tables (Data), Test Results
Identifiers-Maryland

The fourth report required by the Maryland Educational Accountability Act, this report contains information about goals for Maryland public education and progress toward those goals. An introductory chapter explains accountability, the Maryland Accountability Act, and limitations of current instruments for measuring learning progress. The second chapter chronicles accomplishments of the Maryland State Department of Education, including educational programs, public library programs, vocational rehabilitation programs, and other program support services in such areas as affirmative action, teacher certification, and accreditation of schools and programs. The central purpose of the report, to present Maryland accountability assessment information, is accomplished in Chapter Three. Results show that Maryland scores on the Iowa Test of Basic Skills at the third-grade level are the same as or significantly ahead of the national norms. At the fifth-grade level, scores are close to the national norms. Seventh- and ninth-grade averages range uniformly below the national norms. Scores are also presented at the county and school level. The last chapter contains a report of progress in special program areas, including Project Basic, special education program monitoring and evaluation, a revised program cost accounting system, and Project STAR, a program to help selected schools improve their reading programs. (Author/JM)

ED 158 555 FL 009 447

Ward, Raquel And Others

Interviews of Teachers in Title VII K-4 Schools. Fall, 1974. ESEA Title VII Bilingual Project. Formative Evaluation Report No.8.

Austin Independent School District, Tex. Office of Research and Evaluation.

Pub Date-Dec 74

Note-17p.; For related documents, see FL009448-452

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Bilingual Education, Bilingual Teacher Aides, *Bilingual Teachers, Classroom Materials, Cultural Awareness, Educational Assessment, Educational Needs, Elementary Education, *Elementary School Teachers, Federal Programs, Formative Evaluation, Inservice Teacher Education, Instructional Materials, *Interviews, Language Instruction, Language of Instruction, Language Programs, Learning Activities, *Program Evaluation, Questionnaires, Second Language Learning, Spanish Speaking, *Teacher Attitudes, Teaching Methods

Identifiers-Elementary Secondary Education Act Title VII, Monolingual Teachers

A summary is presented of interviews with a random sample of K-4 teachers from six schools in the Title VII Bilingual Project in the Austin Independent School District. Intended to provide data for assessment of ongoing activities as well as stated objectives, the interviews were designed to investigate activities such as duties assigned to bilingual aides, in-service training needs, materials needed, the amount of English and Spanish used in instruction and the amount of help needed by the teachers from the project staff. A total of 11 monolingual team teachers and 11 bilingual teachers were asked fifteen questions related to the following areas: (1) language instruction; (2) teacher aides' services; (3) classroom needs; (4) inservice training needs; (5) supervision and services by the Title VII staff; and (6) cultural awareness activities. The results for each of the fifteen items are discussed, and some of the results are presented as conclusions. One conclusion singled out as noteworthy is the fact that 36% of the bilingual teachers conduct none or almost none of their instructional activities in Spanish. Other observations are concerned with the successful teacher aide program, alternatives to inservice training workshops for staff training, means of identifying the appropriate instructional language(s), and language and cultural awareness activities. A copy of the interview form and a summary of teachers' responses are attached. (AMH)

ED 158 574 FL 009 672

Naiman, N. And Others

The Good Language Learner. Research in Education Series No. 7.

Ontario Inst. for Studies in Education, Toronto.

Pub Date-78

Note-112p.

Available from-The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Canada M5S 1V6 ($4.75)

Document Not Available from EDRS.

Descriptors-Classroom Research, *Cognitive Style, Communicative Competence (Languages), Educational Research, *Individual Characteristics, Language Ability, Language Instruction, Language Proficiency, *Language Research, Language Tests, Learning Processes, Linguistic Competence, Question Answer Interviews, Secondary Education, Secondary School Students, *Second Language Learning, Student Attitudes, Verbal Ability

Identifiers-*Learning Strategies

This study is intended to help experienced practitioners and student teachers gain a systematic understanding of language learning. Part I is a general introduction discussing the second language learner and first language learner. Part II describes the adult interview study; the method, procedure, and results of interviews with good and poor language learners are outlined. Part III describes the main classroom study, which constitutes the major portion of the report. The following aspects of the study are discussed in detail: (1) apparatus (criterion measures, cognitive style and personality test, classroom observation and student interview); (2) method; (3) results and statistical analysis; and (4) special aspects (such as differential teacher treatment, case studies and classroom activities and atmosphere). The study involved a total of 72 students in grades 8, 10 and 12, who were observed and then tested in an attempt to isolate some of the critical variables among the common characteristics, personality traits, cognitive styles, strategies and learning environments of the good language learner. Part IV, the conclusion, discusses major findings, suggestions for further research, and practical implications. Rubin's list of strategies, the interview questionnaire, and a bibliography are appended. (NCR)

ED 158 017 CE 017 355

Clearinghouse ADELL's Catalog of Adult Education Projects, Fiscal Year 1978, Funded under the Adult Education Act Sections 306 (A) (4) and 309 (1) and (2).

Clearinghouse Adell, Rockville, Md.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Adult Education.

Pub Date- 78

Contract-300-77-0483

Note-437p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01878-1)

EDRS Price MF-$0.83 HC-$23.43 Plus Postage.

Descriptors-*Adult Basic Education, Basic Skills, Catalogs, Community Involvement, *Curriculum Development, Daily Living Skills, Educationally Disadvantaged, English (Second Language), Faculty Development, Federal Legislation, High School Equivalency Programs, *Instructional Materials, Minority Groups, Performance Based Education, *Program Descriptions, *Program Evaluation, Projects, State Programs, *Teacher Education

Identifiers-306 Projects, 309 Projects, Adult Education Act 1966, United States

This catalog summarizes the information provided by forty-six states on 360 adult basic education projects funded under sections 306A and 309 of the amended Adult Education Act of 1966 during fiscal year 1978. Each of the one-page summaries, arranged alphabetically by state, includes one or all of the following: the state identifier, a subject title, program title, primary sponsor and contact, funding information and project duration, primary objectives, project description, target population, products developed in the project, evaluation information, and a list of descriptors with qualifying statements. Following the project summaries, twenty-five matrices are presented which show the distribution of projects along three program dimensions: learning objectives, educational components, and target populations. A subject index of the projects concludes this catalog. (EM)

ED 158 053 CE 017 504

Crass, Sally And Others

Kentucky Consumer & Homemaking Education. Food and Nutrition. Curriculum Guide, Comprehensive Courses.

Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.; Murray State Univ., Ky. Dept. of Home Economics.

Pub Date-Jul 72

Note-195p.; Not available in hard copy due to reproducibility problems. For related documents see CE 017 459-460 and CE 017 496-506

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Career Education, Consumer Economics, Curriculum Guides, *Dietetics, *Eating Habits, Employment Opportunities, Family (Sociological Unit), Family Influence, Family Life, *Food, *Food Handling Facilities, Food Service Occupations, Foods Instruction, Health, Instructional Materials, *Nutrition, Nutrition Instruction, Peer Influence, Performance Based Education, Secondary Education, Social Behavior, Social Influences

Identifiers-Etiquette, Kentucky

Intended for use by teachers on the junior high and high school levels, this curriculum guide, which is one in a series of guides for consumer and homemaking education in Kentucky, outlines four courses in the area of food and nutrition. The four units cover many of the same topics with increasing complexity as the student progresses from the seventh grade introduction to the high school level. The major concepts include the following: (1) the relation of nutrition to health and appearance; (2) food preparation; (3) a well-balanced diet; (4) table manners; (5) table settings; (6) consumer purchasing of food; (7) influences on eating habits; (8) family meals, the choice of food, nutritional needs, budget, and preparation; and (9) job opportunities in the food service industry. For each unit, major concepts are identified as well as behavioral objectives which are stated in terms of student competencies, and the specific teaching strategies are accompanied by references to outside resources and supporting generalizations. Units 1 and 2, which are to be used in the seventh and eighth grades, each require a four-week period for completion while the comprehensive level units need five to seven weeks each. A separate publication (CE 017 503) outlines a semester course on the same subject, and the appendix to the entire series (CE 017 496) includes activities for each instructional unit. (ELG)

ED 158 171 CG 012 711

Carella, Stephen D. And Others

Disciplinary Judgments and Disruptive Behavior by Individuals and Dyads Differing in Moral Reasoning.

Pub Date- 74
Note-9p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Class Management, Classroom Techniques, Discipline, *Moral Development, *Moral Values, Research Projects, Teacher Education, *Teacher Education Curriculum, Values

This study examines disciplinary judgments of disruptive behaviors by both individuals and dyads differing in moral reasoning. The severity and appropriateness of these judgments are looked at as well as how severe the disruptions are perceived. Several hypotheses are given. Subjects (N-110) were undergraduates in a teacher education program, and, they were ranked according to their P'' scores. They were given the Defining Issues Test and Disruptive Behavior Vignettes, and put into experimental groups. The results support the notion that the level of moral development a prospective teacher has obtained does influence judgmental behavior regarding disciplinary actions. There is a tendency for prospective teachers to perceive behavioral disturbances in direct relationship to their own moral development. (Author/LFB)

ED 158 282 CS 204 264

Smith, Denzell

Teaching Modules for Nine Plays by Shakespeare.

Pub Date-78

Note-31p.; Modules prepared at Idaho State University

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Behavioral Objectives, *Characterization, Course Objectives, *Drama, English Instruction, Higher Education, Independent Study, Instructional Materials, *Language Usage, Learning Activities, *Learning Modules, *Literature Appreciation, Reading Assignments, Secondary Education

Identifiers-*Shakespeare (William)

The nine modules presented in this paper are designed to guide students in a one-semester Shakespeare Course through the reading of three Shakespearean tragedies (Hamlet,'' Othello,'' and Macbeth''), three comedies (Midsummer Night's Dream,'' Merchant of Venice,'' and The Tempest''), and three histories (I Henry IV,'' Richard III,'' and Richard II''). In each category, one of the plays is approached from the point of view of plot, one from the point of view of character, and one from the point of view of language. Introductory materials list required texts, explain the course organization, and list learning objectives for the course and the modules. Each module lists objectives, describes required and optional activities and reading assignments, suggests activities for assessment and remediation, and in most cases lists study questions for the play being studied. (GW)

ED 158 489 EC 111 890

Dugger, J. A.
Learning Disabilities: Minimal Brain Dysfunction.
Pub Date-Jun 78
Note-7p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Learning Disabilities, *Physicians, *Role Perception

The author discusses the pediatrician's responsibility in serving the learning or behavior disordered child. Emphasized are five areas of service: prevention; early identification; specific medical interventions; counseling and support; and communication and cooperation with home, school, and community. (SBH)

ED 158 520 EC 111 921

Wright, Katie Harper

The Improvement of Special Education.

Pub Date-Jun 78

Note-13p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Behavior Change, *Blacks, Conference Reports, Diagnostic Teaching, Disadvantaged Youth, Economically Disadvantaged, Elementary Secondary Education, *Handicapped Children, Individualized Programs, Operant Conditioning, *Special Education, Teaching Models

The author describes strategies and models (individualized instruction, diagnostic and prescriptive teaching, and behavior modification) which she suggests could result in improved special education services for exceptional children, especially Black and poor students. (CL)

National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module XIV. Rescue Techniques.

National Highway Traffic Safety Administration (DOT), Washington, D. C.
Report No.-DOT-HS-802-451
Pub Date-77
Note-14p.; For related documents see CE 017 514-529; The student text and workbook will be available separately
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 050-003-00293-3)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Behavioral Objectives, Curriculum Guides, *Emergency Squad Personnel, Job Skills, *Job Training, Paramedical Occupations, *Rescue

This instructor's lesson plan guide, one of fifteen modules designed for use in the training of emergency medical technicians (EMTs), focuses on the area of rescue techniques. Basic skills necessary for gaining access to, rescuing, and transporting a patient are listed along with suggestions for adapting training to the local situation. Fourteen references are listed as potential resources or training materials. (It is suggested that each module can be presented individually or combined with other modules to construct a course for a selected group of students. CE 017 514 is a course guide for use in planning and implementing the total EMT training program.)

ED 158 148 CE 017 823

Smith, Brandon B.

A System for Evaluating Career Education in Minnesota: 1972-73. A Final Report of Exemplary Programs in Career Education.

Minnesota Research Coordinating Unit for Vocational Education, Minneapolis.

Pub Date-Jan 74

Note-76p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-*Academic Achievement, Achievement Rating, *Career Education, Cognitive Tests, Demonstration Programs, *Demonstration Projects, Elementary Education, Evaluation Methods, *Formative Evaluation, Junior High Schools, *Program Development, Program Evaluation, Self Evaluation, Student Evaluation, *Summative Evaluation

Identifiers-Minnesota

An evaluation was conducted on seven career education projects in seven Minnesota school districts. Formative and summative evaluation methods were used to assess teachers' and directors' project implementation and the impact on students' (grades 1 to 9) cognitive achievement. Self evaluation forms were used to obtain information from and to provide feedback to teachers and directors. These forms, collected over seven months, provided a baseline which was used to detect differences in implementation strategies. It was concluded that the seven projects implemented career education in different ways, utilized different instructional techniques, differed in average number of activities conducted, and distributed the instruction and preparation amount differently among activities conducted. Experimental students (who had had career education) and control students (who had not had career education) were administered tests designed to assess the impact of career education on their cognitive achievements. The tests, reliable for both experimental and control groups, detected relatively large differences among grades (maturity levels) for both groups. Small achievement differences, sometimes inconsistent, were found between the experimental and control groups and among the seven experimental projects. The relative impact of career education instruction on the cognitive achievement of students was small and not educationally significant. (Author/CSS)

Panday, Narendra R., Comp.
Mass Communication in Nepal: An Annotated Bibliography. Asian Mass Communication Bibliography Series 7.
Asian Mass Communication Research and Information Centre, Singapore.
Pub Date-77
Note-44p.
Available from-Asian Mass Communication Research and Information Centre, 39 Newton Road, Singapore 11 ($6.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Agency Role, *Annotated Bibliographies, Audiences, Audiovisual Communication, Broadcast Industry, *Communication (Thought Transfer), Drama, Educational Television, Films, Government Role, *Mass Media, Newspapers, Periodicals, Reference Materials, Social Influences
Identifiers-*Asia, *Nepal

As one of a series of ten bibliographies on Asian countries, this work covers the multi-disciplinary field of mass communication in the country of Nepal. For the bibliography, areas such as agriculture, anthropology, community development, economics, education, law, political science, population, public administration, sociology, social psychology, and urban studies were searched for materials on relevant aspects of communication. The contents are organized according to the following topics: bibliography and reference material, communication (general), media development and characteristics, newspapers, print media, broadcast media, film, audiovisual media, traditional media, news agencies, law of mass communication, communication in development, communication teaching and training, mass media in formal education, government communication, social contexts of the media, and mass communication periodicals. A short descriptive annotation accompanies most titles, except where the titles are adequately descriptive of the content. An author index is included. (MAI)

ED 158 348 CS 502 209

Speech Communication and Communication Processes: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' October through December 1977 (Vol. 38 Nos. 4 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-78
Note-15p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Adults, Annotated Bibliographies, Anxiety, Aphasia, College Administration, *Communication (Thought Transfer), Communication Skills, Credibility, Debate, Developing Nations, *Doctoral Theses, Elementary School Students, Females, Group Relations, Higher Education, *Interaction Process Analysis, Listening, Organizational Communication, Parent Child Relationship, Political Issues, Socioeconomic Influences, *Speech Communication

Identifiers-*Communicaton Research, Intercultural Communication, Langer (Susanne), Nixon (Richard M), Political Campaigns, Toastmasters International

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 18 titles deal with a variety of topics, including the following: a comparison of mother/child and father/child interactions; state anxiety responses in high and low speech anxious subjects; variables that predict listening performance; tactics used in the controversy over the impeachment of President Nixon; persuasive communication elements in the 1974 re-election campaign of Congressman Marvin Lionel Esch; learning strategies used in Toastmasters International; communication skills of socially isolated elementary school pupils; effects of an intercultural communication workshop on cross-cultural attitudes and interaction; functional verbal communication performance of adult aphasics; implications of Susanne Langer's philosophy of mind for speech communication theory; the effect of socioeconomic group composition on small group interactions; organizational communication to and from college and university presidents; third world family planners' views toward women's role in society; the effects of modal differences on the attribution of source credibility; and personality traits of college debaters. (GW)

ED 158 239 CS 004 282

Functional Reading Test Results; Maryland Accountability Program, Report III, School Year 1975-1976. Supplemental Volume, Appendix D.

Maryland State Dept. of Education, Baltimore.; Westat Research, Inc., Rockville, Md.

Pub Date-1 May 76

Note-70p.; For related documents, see CS004281-284 ; Parts may be marginally legible due to small print

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Academic Achievement, Cognitive Processes, *Criterion Referenced Tests, *Educational Accountability, Educational Assessment, Elementary Secondary Education, *Functional Reading, *Program Evaluation, *Reading Skills, *Test Interpretation

Identifiers-*Maryland

The 1973 statewide (Maryland) educational accountability plan, for which this report was compiled, called for the development and establishment of statewide and local goals in reading, writing, and mathematics; a comprehensive and uniform statewide testing program; procedures for collecting data on student, home, community, and school characteristics; and a method whereby school systems would report test results and other information to the state. This report, an appendix to the functional reading test results for the school year 1975-76, consists of school level tables that record by county the percentage of students achieving competency in the skill categories and on the total test. Another table records the community and public school resources according to grade organization, total school enrollment, pupil/staff ratio, average daily attendance, personnel, experience, staff educational level, and the background of the school-age children. (MAI)

ED 158 458 EC 111 831

Trester, Mary Frances

The Development Programme.

Pub Date-Jun 78

Note-8p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Developmental Programs, Early Childhood Education, *Identification, *Learning Disabilities, Mainstreaming, Program Descriptions, Resource Teachers, *Teamwork

The developmental program emphasizes the early identification of children with learning problems through the observation of the regular classroom teacher in conjunction with a special education team working in a school setting. The developmental teacher is an important member of the special education team because he/she is in the school on a daily basis to monitor and maintain the student with special needs. Through ongoing inservice training which emphasizes self-directed learning, the resource teachers continue to formulate their needs in relation to the school in order to continually develop and meet the ongoing special education needs of students in the mainstream. (Author)

ED 158 490 EC 111 891

Holmes, David

Developing Annual Goals and Intermediate Behavioral Objectives for Individualized Education Programs for the Severely and Profoundly Handicapped.

Pub Date-Jun 78

Note-17p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Behavioral Objectives, *Educational Objectives, Elementary Secondary Education, *Individualized Programs, Preschool Education, *Program Development, *Remedial Programs, *Severely Handicapped

The paper offers the classroom practitioner the parameters for effective program development for the severely and profoundly handicapped. Focused on are the identification of annual goals for remediation, underscoring reasonableness'' in order that the child, parent, and teacher not become frustrated and, in turn, disenchanted. Also addressed is the issue of specifying the component behaviors of the annual goal. Finally, the establishment of criterion for successful completion of each annual goal as well as techniques for trouble shooting programatic difficulties are considered. (Author/SBH)

Pilot, Sally Jones, Eliza

I: Donoogh-Notok'idaatlno. II: Gaadock.

Alaska Univ., Fairbanks. Alaska Native Language Center.
Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-Nov 75
Grant-NEH-RO-20196-74-54
Note-49p.
Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701 ($1.50)
Language-English; Athapascan
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Alaska Natives, American Indian Languages, *Athapascan Languages, Bilingual Education, Childrens Literature, Elementary Education, *Folk Culture, Instruction, *Instructional Materials, Reading, *Reading Materials, *Tales, Uncommonly Taught Languages
Identifiers-Alaska, *Koyukon Athapascan

This illustrated reader is intended for use in a bilingual education setting. It consists of two long stories in Koyukcn Athabascan (Central Dialect). An English translation is attached. (AMH)

ED 158 000 CE 016 902

Labor Force Information for Affirmative Action Programs.

Hawaii State Dept. of Labor and Industrial Relations, Honolulu. Research and Statistics Office.
Pub Date-Mar 77
Note-72p.; Not available in hard copy because of reproducibility problems
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Affirmative Action, Census Figures, Definitions, *Demography, Employment Opportunities, *Employment Statistics, *Females, Guides, Labor Force, Labor Legislation, Manpower Utilization, *Minority Groups, Occupational Clusters
Identifiers-*Hawaii

Information is presented to assist Hawaii employers in developing affirmative action plans as required for federal contract compliance. In the first section, information is provided on the ramifications of geographical area coverage, the sources for the attached statistical data, the definition of manpower resources, and the availability of this data package and related background information (for employers from the Research and Statistics Office of the Hawaii State Department of Labor and Industrial Relations). Consideration of all manpower resources is emphasized in evaluating and establishing goals for the utilization of minorities and women in the work force. In section 2 an occupation classification system with twelve major headings is outlined; in section 3, thirteen population and/or labor force definitions are given. In the last section, tables of the 1970 Hawaii population census data are provided. The four tables include (1) population and labor force statistics by sex and minority status, (2) labor force information by sex and minority status, (3) occupation of employed persons by sex and minority status, and (4) previous occupation of unemployed persons by sex and minority status. All data is presented for the state and for the four individual counties. (CSS)

ED 158 036 CE 017 472

Scope and Sequence for Vocational Home Economics Education in Oklahoma. Consumer and Homemaking Programs, Occupational Programs, Special Occupational Programs.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater.
Pub Date-75
Note-80p.
Available from-State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074 ($3.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Career Planning, *Consumer Education, Course Content, Course Organization, *Curriculum Design, *Curriculum Guides, *Home Economics Education, Home Economics Skills, *Homemaking Education, Homemaking Skills, *Occupational Home Economics, Occupational Information, Senior High Schools, Vocational Development
Identifiers-*Oklahoma

Intended for use by high school teachers of vocational home economics in Oklahoma to aid in local planning and developing of a nonrepetitious core curriculum to prepare students for home economics-related occupations and their roles as consumers and homemakers, this curriculum guide covers the entire course program for the high school years. Three major areas are identified and divided into specialized topics as follow: (1) consumer and homemaking programs, which include career exploration, child development, clothing and textiles, consumer education, foods and nutrition, housing and home furnishing, personal and family relationships, and family living; (2) occupational programs, which consist of information on careers in the following fields: foods and nutrition; child development; clothing and textiles; hospitality (i.e., entertainment and recreation, child care, and food services); institutional and home management; and home furnishing, equipment, and services; and (3) special occupational programs, which give an orientation to the world of work and includes introductions to and job possibilities in specific occupational fields such as child development, hospitality, food service, sewing, laundry and dry cleaning, and health. For each of the three main areas a chart is provided showing the teaching sequence of the various subjects which reflects the increasing maturity of the students as they progress to the higher levels. (ELG)

ED 158 093 CE 017 571

Varney, Beverly And Others

Multiple Learning Strategies Project. Medical Assistant. Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Mar 77
Grant-G007603808
Note-278p.; For related documents see CE 017 554-583
EDRS Price MF-$0.83 HC-$15.39 Plus Postage.
Descriptors-*Health Occupations Education, *Learning Activities, Learning Modules, *Medical Assistants, *Vocational Education, Young Adults

This instructional package, one of four designed for regular vocational students, focuses on the vocational area of medical assistant. Contained in this document are forty learning modules organized into four units: office surgery; telephoning; bandaging; and medications and treatments. Each module includes these elements: a performance objective page telling what will be learned, what materials will be needed, and how the student will be evaluated; information pages (not always included) which provide information needed to perform the activity; and job step pages which detail steps (visuals included) necessary to do the tasks. (This document and related documents CE 017 569, CE 017 570, and CE 017 572 are one of two sets of learning modules on medical assistants written in formats designed for regular vocational and visually impaired students. These modules are part of a total set which include over 1,300 modules written in a variety of formats on building maintenance, dietetic assistant, small engine repair, medical assistant, and graphics.) (JH)

ED 158 172 CG 012 740

Gutmann, David

Personal Transformations in the Post-Parental Period: A Cross-Cultural View.

Pub Date-Feb 78

Note-20p.; Paper presented at the Annual Meeting of the American Association for the Advancement of Science (Washington, D.C., February, 1978); Not available in hard copy due to marginal legibility

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Adult Development, Androgyny, Cultural Context, *Developmental Stages, Individual Development, *Middle Aged, Models, *Parent Role, *Sex Role, Sociocultural Patterns, Young Adults

Identifiers-*Aging, *Parenting

Using a transcultural perspective this model of the post-parental years assumes a parental imperative'' perspective of the entire life cycle and, thus, analyzes the post-parental years in relation to the pre-parental and parental years. Through this perspective, young parents recognize needs of infants for security, and select those sex-role assignments responding to infant needs. But as parents enter middle-age, the sense of parental emergency'' phases out, the rationale lessens for maintaining repression of sensual and dependent strivings (men) or aggressive strivings (women), and there takes place a transcultural return of the repressed'' wherein both sexes can live out the potentials they abandoned earlier in the task of parenting. While there is a heightened assertion of the right of both parents to be androgynous, this post-parental crisis of narcissism need not become pathological. Rather, it offers the potential to bring about revitalization of the self. (Author/CKJ)

Moody, Charles D., Ed. And Others

Sex Equality and Title IX: Conference Papers.

Michigan Univ., Ann Arbor. Program for Educational Opportunity.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-77
Contract-305-75-0001
Note-95p.; Due to small type some pages may be marginally legible
Available from-Program for Educational Opportunity, 1046 School of Education, The University of Michigan, Ann Arbor, Michigan, 48109 (1-5 copies, no charge as long as supply lasts)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Conference Reports, Elementary Secondary Education, *Equal Education, *Equal Opportunities (Jobs), *Federal Legislation, Females, Males, *Public School Systems, *Sex Discrimination
Identifiers-*Education Amendments 1972 Title IX

The papers in this compendium were delivered at two conferences on sex discrimination in education held during a two-year period. Much of the emphasis was on the implementation of Title IX, which was aimed at eliminating sex discrimination from the educational systems across the country. Topics dealt with include: requirements, benefits, and strategies for implemeting Title Nine; anti-sexist counseling in the public schools; development of nonsexist curricula; employment practices; and observations on sex role training with groups. One paper describes a typical grievance system for investigating a Title Nine complaint within a school system. (Author/BP)

ED 158 219 CG 012 956

Gerber, Dan I. And Others

Interorganizational and Political Obstacles to Providing Low Cost Supportive Services to the Elderly Poor.

Pub Date-Nov 77

Note-15p.; Paper presented at the Conference of the Gerontological Society (29th, New York, N.Y., October, 1977)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Community Service Programs, *Delivery Systems, *Economically Disadvantaged, Needs Assessment, Nutrition, *Older Adults, *Organizational Development, Outreach Programs, *Political Influences, Program Descriptions, Referral, Resource Allocations

Identifiers-*Supportive Services

An experimental program is described involving the development of supportive service teams composed of nonprofessionals, volunteers and large numbers of elderly consumers in all of the federally funded nutrition sites in an urban region. The team model is advanced as a particular approach to meeting the federal mandate to provide a range of designated supportive services in addition to the basic nutrition program. The primary purpose of the team is to provide such services as outreach, information and referral, escort services, and needs assessment to the elderly poor at a low per capita cost. Moreover, the teams offer an opportunity for elderly consumers to act as service providers to other elderly residents in their own neighborhoods. These teams must effectively interrelate not only with the various groups and individuals which have supervisory or advisory responsibilities in relation to them, but also with all other organizations which either receive referrals from the teams or provide informational or staff resources to them. These various organizational relationships, problems encountered between and among teams, and implications for the supportive services program are described in detail. Special attention is given to the roles that local government, the Federal Nutrition Projects, and the Area Agencies on Aging must assume in order to give the team program the political and organizational support it needs to survive. (Author)

ED 158 261 CS 004 323

Bateman, Kitty

Altering Students' Attitudes towards the Newspaper as a Source of Information: A Non-Toxic Approach.

Pub Date-May 78
Note-13p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978) ; Best copy available
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Changing Attitudes, Community Colleges, Developmental Reading, Junior Colleges, News Media, *Newspapers, Questionnaires, *Reading Skills, *Remedial Reading, *Student Attitudes

In an attempt to find a print medium to which ``reluctant readers'' might relate with reduced negativism, students assigned to a community college reading remediation class used a daily newspaper, ``The New York Times,'' in place of a traditional text. A newspaper was chosen because it covers a wide range of topics which vary in prose style from simple to complex, it lends itself to vocabulary study, it is an easily expendable material, and its content is both relevant and timely. A questionnaire was constructed for use as an initial and end-of-term instrument to discover what changes, if any, had occurred in students' attitudes toward newspapers. An analysis of the responses indicated that as a result of their studies, students generally felt themselves to be better informed. While most maintained their preference for television news, many recognized the limitations of that medium as a news source. Many felt that using the newspaper had increased their vocabulary levels, widened their scope of information, and influenced them to read more. The results indicate that appropriate and enthusiastic use of a previously unexplored medium can bring about positive changes in students' attitudes. (A copy of the questionnaire and two tables are appended.) (FL)

Kahle, Roger R.

On-Line Pagination Including Illustrations.

Pub Date-Aug 78
Note-12p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978) ; Best copy available
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Computer Graphics, Computers, Computer Science, *Electronic Equipment, *Illustrations, Newspapers, Periodicals, *Printing
Identifiers-*Pagination, *Typesetting

The Pagitron electronic composition system offers the potential to manipulate all elements of pagination as easily and as quickly as words are manipulated on computerized text-editing systems. The importance of such an all-encompassing pagination system is that it allows the editorial side of a newspaper or magazine total control over everything that once was done in the back shop. The system, which is about 95% complete, consists of five components: a front end module, a scan/plot module, a makeup module, a compose/typeset module, and a plotter module. Two other modules are also available: the rotating drum graphic typesetter which combines the scan/plot and compose/typeset modules, and the typesetter and COM output module which can drive either a CRT typesetter or a computer output microfilm. The Pagitron would be most efficient in a queued composition system where each page is closed'' and put into a queue by the editor before any material goes to the back shop. Because of the length of composing time needed for an individual page, no newspaper has yet adopted the Pagitron; however, as the cost of computer speed and storage drops, the problem of composition time may be eliminated. (FL)

ED 158 327 CS 204 325

Jugenheimer, Donald W.

Job and Career Satisfaction among Advertising Practitioners.

Pub Date-Aug 78

Note-11p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Career Choice, *Job Satisfaction,/Merchandising, Occupational Choice, *Publicize, Surveys

Identifiers-*Advertising

A questionnaire survey of 300 advertising practitioners was used to determine the degree of job and career satisfaction among advertising practitioners. The subjects were separated according to whether they worked for advertising agencies, advertisers, or advertising media; 100 subjects in each area were selected from the prestigious directories of their fields. Of the 180 respondents, 71% said they would encourage their children to work in advertising; 26% said they would not. Twelve percent said they would not choose an advertising career again; 85% said they would. Of the three groups, agency practitioners were the least likely (37%) to encourage their children into advertising careers; and they were also the group least likely (12%) to choose an advertising career again. Further study might delve into why advertising practitioners are not always satisfied with their jobs and careers, and why differences exist among the different types of advertising jobs. (FL)

ED 158 369 EA 010 767

Welsh, Ralph S.

Delinquency, Corporal Punishment, and the Schools.

National Council on Crime and Delinquency, Hackensack, N.J. NewGate Resource Center.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Pub Date-Feb 78

Note-49p.; Chapter 39 of Theoretical Perspectives on School Crime, Volume I''; For other papers in this volume, see EA 010 729-768 ; Not available in hard copy due to print quality

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Behavior Theories, Child Abuse, *Corporal Punishment, *Delinquent Behavior, *Discipline Policy, Educational History, Elementary Secondary Education, *Parent Child Relationship, School Responsibility, *School Vandalism, Student Teacher Relationship, Teacher Education, Violence

One of 52 theoretical papers on school crime and its relation to poverty, this chapter reports that there is a growing trend in this country to blame youth crime on parental overpermissiveness. Available data fail to support this and show that all types of crime, including school crime, develop within families and school systems emphasizing aversive and athoritarian discipline techniques. Also, racism and personal injustice are more common in an authoritarian atmosphere. Of all types of aversive behavior control, corporal punishment appears most apt to induce aggression. A theory relating delinquent agression to the severity of parental discipline is sketched out, and it is suggested that a national effort be made to discourage the use of corporal punishment as a socially acceptable child-rearing technique. Since corporal punishment tends to produce both fear and anger, its continued use in the school can only be counterproductive to the learning process. A joint effort should be made to train teachers in nonaversive but effective techniques of pupil control. In addition, individual teachers need the support of well-trained guidance personnel who are willing to enter homes and work with the behavioral problems at their source. (Author/MLF)

ED 158 390 EA 010 799

Suggestions for Local School District Compliance with Title IX Rules and Regulations.

Arizona State Dept. of Education, Phoenix.
Pub Date-Dec 75
Note-43p.; Prepared by the Title IX Advisory Committee
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Check Lists, Civil Rights Legislation, Elementary Secondary Education, Guidelines, Legal Responsibility, Program Evaluation, *Sex Discrimination
Identifiers-Arizona, *Education Amendments Act 1972 Title IX

This guidebook is designed to help local districts determine how well they comply with the spirit of the Title IX requirements against sex discrimination, which in turn could aid in compliance with the letter of the law. The document's first section presents samples of required antidiscrimination policy statements issued by two districts. The second section concentrates on the mandated self-evaluation process, urging formation of local advisory committees and itemizing the basic requirements of the compliance process. The third and major section breaks down Title IX regulations against discrimination into individual rules and provides a checklist to use to test local compliance. These rules cover admissions, access to course offerings, counseling, treatment of students, employment, and athletics. The document concludes with a substantial supplementary checklist provided in the same format by the Office of Civil Rights for the purpose of providing further clarification of Title IX's intentions. (PGD)

ED 158 434 EA 010 864

Sharples, Brian

Falling Enrolments and Rising Expenditures: The School Board's Dilemma.

Pub Date-21 Jun 78
Note-14p.; Paper presented at the Canadian School Trustees' Association Congress on Education (1st, Toronto, Ontario, June 17-21, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Costs, Declining Enrollment, *Educational Finance, Elementary Secondary Education, Equal Education, Expenditures, Financial Policy, Foreign Countries, Inflation (Economics)
Identifiers-Canada

Previous increases in the costs of Canadian education were easily explained by rising enrollments. In an era of declining enrollments, increased costs are much more difficult to explain. One reason for increased costs is the large proportion of Canadian student population concentrated in high schools where programs are more expensive than at other grade levels. Inflation is another reason for rising educational expenditures, and because of the labor-intensive nature of education, this rise is probably greater than changes in the Consumer Price Index. In addition, the new focus on equal educational treatment has necessitated a wide range of expensive special and compensatory programs. Thus, equality has become more important than efficiency. Finally, an upgrading of educational quality, evidenced by teachers with more formal education and experience and a reduction in the pupil teacher ratio, has resulted in higher expenditures for teacher salaries. The dilemma facing school boards is the incompatibility of two highly desirable goals: equality and efficiency. In the future, when formulating programs, educational policy-makers must recognize the scarcity of resources. A more critical review of educational policies is necessary. Resources must be apportioned to the goods and services most valued by the public. (Author/JM)

ED 158 521 EC 111 922

Nelson, Greta

A Proposed System for Developing Individualized Education Programs for Learning Disabled Adults at Vancouver Community College, King Edward Campus.

Pub Date-Jun 78
Note-8p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Foreign Countries, *Higher Education, Individualized Programs, *Learning Disabilities, Post Secondary Education, Program Design, *Program Development, *Program Planning
Identifiers-Vancouver

The paper proposes an individualized education program for adult learning disabled students at King Edward Campus (Vancouver, Canada). Listed are short-term and long-term perspectives, as well as short-term considerations regarding such aspects as the diagnostician's role, suggested materials, tuition, and curriculum. (CL)

ED 158 575 FL 009 676

Heath, Shirley Brice

Teacher Talk: Language in the Classroom. Language in Education: Theory and Practice, No. 9.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 78
Note-33p.
Available from-Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 ($2.95)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Classroom Research, *Discourse Analysis, Language Arts, Language Patterns, *Language Research, *Language Styles, *Language Usage, Language Variation, Sociolinguistics, *Speech Communication, Student Participation, Student Teacher Relationship, Suprasegmentals, *Teacher Behavior, Teaching Methods, Verbal Communication
Identifiers-Functional Language, Information Analysis Products, *Teacher Talk, Turn Taking

Teacher talk can be characterized as a ``caregiving'' style which has certain identifiable phonological, lexical, and grammatical features. Analysis of classroom discourse can make teachers and students of language aware of the process of communication, and can identify particular uses of nonverbal as well as verbal communication. This, in turn, can help teachers adjust their use of language to pedagogical goals and improve the teaching of language skills and the teaching of general knowledge. Examination by teachers and students of the features of teacher talk as register, discourse, and specialized language of control can help supplement traditional methods of teaching language arts. The following recommendations are made with a view toward observing and analyzing language variation in the classroom: (1) teachers should discuss the language of routines with students; (2) teachers should be conscious of the behaviors of routine that differ for the school as a whole and within their class; (3) students should be asked what can be accomplished when turns are taken in talking; (4) ambiguous instructions should be made explicit whenever possible; and (5) inferences should also be clearly identified as such. (AM)

Mott, Frank L. Shaw, Lois B.
The Transition from School to Adulthood.
Ohio State Univ., Columbus. Center for Human Resource Research.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C.
Pub Date-May 78
Note-40p.; Paper presented at the Conference on Young Women and Employment (Washington, D.C., May 1-2, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Adult Development, Blacks, Caucasians, *Child Rearing, Comparative Analysis, Dropout Research, *Dropouts, *Employment, Employment Problems, *Females, *High School Graduates, Labor Force Non Participants, Mothers, Pregnancy, *Racial Differences, Statistics, Unemployment, Wages, Welfare Recipients, Work Attitudes
Identifiers-National Longitudinal Labor Market Surveys

A study was conducted on the transition to adulthood among women, age fourteen through twenty-four, who were high school dropouts or who did not attend college immediately after high school. Data for 1968-73 was gathered in interviews and from the National Longitudinal Surveys of Labor Market Experience. The information obtained was related to the subject's education, employment, training, and family experience. Relationships were examined among race, school leaving, motherhood, and employment status. School leaving and the imminence of marriage or a child were found to be associated with a major shift toward family role; the child's arrival resulted in a shift towards positive work attitudes. Almost two out of three black dropouts and one out of three white dropouts plan to return to school; however, most do not return. Dropouts experienced higher unemployment rates, more part-time work, and less pay than graduates. When dropouts were compared to graduates after five years, findings revealed that most graduates were working, and most dropouts were not. By 1973 there were still substantial wage differences between graduates and dropouts. It was concluded that child-related considerations relate to dropping out and subsequently affect the ability of a woman to take formal training programs and to find meaningful employment at a reasonable salary. (CSS)

Mindel, Mildred W. And Others

Kentucky Consumer & Homemaking Education. Housing. Curriculum Guide, Comprehensive Courses.

Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.; Louisville Univ., Ky. Dept. of Home Economics.

Pub Date-Jul 72
Note-124p.; Not available in hard copy due to reproducibility problems. For related documents see CE 017 459-460 and 017 496-506
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Career Education, Creative Art, Curriculum Guides, Employment Opportunities, *Family (Sociological Unit), Family Environment, Family Life, Food Handling Facilities, Furniture Arrangement, Home Furnishings, Homemaking Education, *House Plan, *Housing, *Housing Needs, Individual Needs, Instructional Materials, *Interior Design, Performance Based Education, Purchasing, Secondary Education, Spatial Relationship, Teenagers
Identifiers-Kentucky

Intended for use by teachers on the junior high and high school levels, this curriculum guide, which is one in a series of guides for consumer and homemaking education in Kentucky, outlines four courses on the subject of housing. The seventh grade unit discusses the benefits of creative arts and has the student construct a creative art project for his home; the eighth grade unit emphasizes the home environment and its influence on teenagers and includes a creative project for the home; the comprehensive I level unit describes individual involvement and needs in housing, such as the influence of housing on the individual, personal space needs, interior design, and arrangement of furnishings; and the comprehensive II level unit covers family involvement in housing, including the influence of housing on the family, household, the importance of a livable home atmosphere, the planning of kitchens and table items, interior design, the arrangement of furnishings, the selection of a home, and job opportunities in the area of housing. For each unit, major concepts are identified as well as behavioral objectives which are stated in terms of student competencies, and the specific teaching strategies are accompanied by references to outside resources and supporting generalizations. Units 1 and 2, which are to be used in the seventh and eighth grades, each require two to three weeks for completion while the comprehensive level units need four to five weeks each. A separate publication (CE 017 506) outlines a semester course on the same subject, and the appendix to the entire series (CE 017 496) includes activities for each instructional unit. (ELG)

ED 158 073 CE 017 529

National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module XV. Telemetry and Communications.

National Highway Traffic Safety Administration (DOT), Washington, D. C.
Report No.-DOT-HS-802-452
Pub Date-77
Note-39p.; For related documents see CE 017 514-529; The student text and workbook will be available separately
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 050-003-00294-1)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Behavioral Objectives, Curriculum Guides, *Emergency Squad Personnel, Equipment, Job Skills, *Job Training, Paramedical Occupations, Radio, *Telecommunication

This instructor's lesson plan guide on telemetry and communications is one of fifteen modules designed for use in the training of emergency medical technicians (paramedics). Two units of study are presented: (1) emergency medical services communications systems (items of equipment and such radio communications concepts as frequency allocation, very high frequency VHF communications, ultrahigh frequency UHF communications, frequency-modulated FM radios, and amplitude-modulated AM radios, voice communications, and biotelemetry communications); and (2) communication regulations and procedures (requirements for standard operating procedures including coded communication, locally developed protocols, and dispatch). Each unit contains these elements: behavioral objectives, teaching procedures, a content outline, demonstration outlines, and lists of needed equipment and materials. Student skill evaluation sheets are provided. (It is suggested that each module can be presented individually or combined with other modules to construct a course for a selected group of students. CE 017 514 is a course guide for use in planning and implementing the total training program.) (JH)

Service Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.-Bull-1955-9
Pub Date-78
Note-21p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Cleaning, Clothing Maintenance Specialists, Domestics, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Food Service Occupations, Hotels, Information Sources, Job Skills, Job Training, Maids, *Maintenance, Managerial Occupations, *Occupational Information, Occupational Mobility, Promotion (Occupational), Salaries, *Service Occupations, Wages, Work Environment

Focusing on service occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providng current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include building custodians, pest controllers, private household workers, occupations in the restaurant industry, hotel occupations (bellhops, bell captains, front office clerks, housekeepers and assistants, and managers and assistants), and occupations in laundry and drycleaning plants. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

Health Practitioners. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.-Bull-1955-27
Pub Date-78
Note-20p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Dentists, Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, *Health Personnel, Information Sources, Job Skills, Job Training, Medical Services, Medicine, *Occupational Information, Occupational Mobility, Optometrists, Pharmacists, *Physicians, *Professional Personnel, Promotion (Occupational), Salaries, Veterinary Medicine, Wages, Work Environment

Focusing on health practitioners, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include physicians, podiatrists, veterinarians, chiropractors, dentists, optometrists, osteopathic physicians, and pharmacists. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 306 CS 204 290

Ernst, Sandra B.

Graphics Education Survey. Part II.

Pub Date-Aug 78

Note-56p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978) ; Best copy available

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Graphic Arts, Higher Education, *Journalism Education, Layout (Publications), *Needs Assessment, News Writing, Periodicals, Photocomposition, Printing, Publications, Publicize, Public Relations, *Surveys, Technology

Identifiers-Advertising

After a 1977 survey reflected the importance of graphics education for news students, a study was developed to investigate the state of graphics education in the whole field of journalism. A questionnaire was sent to professors and administrators in four print-oriented professional fields of education: magazine, advertising, public relations, and photojournalism. Respondents were asked to rate a list of 16 items taught in graphics courses on two dimensions: the importance of the items to students in a particular professional area and the preparation on that item provided for students by the respondent's program. The survey separated the educational experience into two basic types of knowledge (cognitive and skills) and two different graphics areas (design and production). (A survey analysis and tables indicating a mean rating, skill importance, and the preparation offered in educational programs are included for news and the four professional fields in the study; a separate figure conveys the combined responses of administrators and graphics instructors for all of the areas and dimensions of the study.) (MAI)

ED 158 349 CS 502 210

Speech Communication and Communication Processes: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' March through June 1977, (Vol. 37 Nos. 9 through 12). Part One.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-78
Note-14p.; For related document, see CS502211
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Annotated Bibliographies, Changing Attitudes, *Communication (Thought Transfer), Communication Problems, Counseling, *Credibility, *Doctoral Theses, Effective Teaching, Elementary Secondary Education, Higher Education, Information Seeking, Interpersonal Relationship, Models, *Organizational Communication, Physicians, Public Speaking, Religious Differences, Sex Fairness, Sociometric Techniques, *Speech Communication, Student Evaluation; Student Teacher Relationship, Written Language

Identifiers-*Communication Research, Intercultural Communication, Minnesota

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 19 titles deal with a variety of topics, including the following: an informal communication process with implications for information retrieval; a rhetorical approach to the nonsexist language controversy; a validation study of communication apprehension scales; factors influencing teacher credibility, speaker credibility, and listener comprehension; the communication between the University of Minnesota and the 1975 Minnesota State Legislature; mathematical models of communication and belief change; the effects of confidence and utility on information seeking and processing; procedures used to assign students to remedial oral communication instruction; the effects of presenting an intercultural communication unit in the basic speech course; a comparison of results of a communication skills scale, a dogmatism scale, and a behavioral assessment of a counseling simulation; doctor/patient communication problems; verbal correlates of instructional effectiveness with young children; factors affecting evaluation of a belief-discrepant message by religious fundamentalists; and the measurement of interpersonal communication satisfaction. (GW)

ED 158 414 EA 010 841

Various Education Initiatives in the President's Budget for Fiscal Year 1979. Hearing before the Task Force on Human Resources of the Committee on the Budget, House of Representatives, Ninety-Fifth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on the Budget.

Pub Date-22 Feb 78

Note-54p.; Not available in paper copy due to small print of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Educational Legislation, Elementary Secondary Education, *Federal Aid, *Hearings, Higher Education, Middle Class College Students, Student Financial Aid

Identifiers-Elementary Secondary Education Act Title I

Certain education-related proposals in the President's Budget have excited controversy. The proceedings of this hearing deal with three of these controversial issues: (1) the best means of providing assistance to families of middle-class students enrolled in higher education institutions, (2) the continuation of the impact aid program, and (3) the need to expand the Title I Program. A statement from Dr. Bette E. Hamilton of the American Association of Community and Junior Colleges supports the use of a tax credit system rather than a student aid system to assist middle-income college students because of the danger that an aid program would penalize lower-income students and contain hidden costs to applicants, institutions, and government. A statement from Dr. Margaret S. Gordon on behalf of the Carnegie Council on Policy Studies in Higher Education instead supports an aid system because of the inefficiency of a tax credit system, its high cost in relation to benefits, and the possibility that it would discriminate against private institutions. James W. Green of the National Education Association presents a statement urging the expansion of the Title I Program to serve all eligible students and recommending the continuation of the impact aid program. (Author/JM)

ED 158 459 EC 111 832

Skinski, Edmond J. And Others

3R Program: Responsibility, Re-education and Reality.

Pub Date-Jun 78

Note-14p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Behavior Change, *Behavior Problems, *Educational Alternatives, Elementary Secondary Education, Emotionally Disturbed, *Intervention, *Program Descriptions

Identifiers-*3Rs Program

The 3R Program is a supportive program for children whose behavior and/or social patterns interfere with success in regular classrooms. Liason-teacher-counselors, regular classroom teachers, parents, and other appropriate personnel use counseling, contracting, and behavior management techniques with the total ecology of the child to improve academic performance and decrease inappropriate behavior. Children who cannot function in the regular classroom are admitted to short-term units (6-8 months) or long-term units (1-3 years) for intensive support and structure, and are integrated back into regular classes as they achieve more appropriate behavior. Research results indicate the program significantly reversed decelerating academic achievement and significantly increased appropriate behavior patterns. (Author)

ED 158 556 FL 009 448

Ward, Raquel And Others

Interviews of Teachers in Title VII K-1 Schools ESEA Title VII Bilingual Project. Formative Evaluation Report No. 7.

Austin Independent School District, Tex. Office of Research and Evaluation.

Pub Date-Jan 75

Note-13p.; For related documents, see FL009447-452

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Bilingual Education, Bilingual Teacher Aides, Cultural Awareness, Educational Assessment, Educational Needs, *Elementary School Teachers, Federal Programs, Formative Evaluation, Grade 1, Inservice Teacher Education, Instructional Materials, *Interviews, Kindergarten, Language Instruction, Language of Instruction, Language Programs, Learning Activities, *Preschool Teachers, Primary Education, *Program Evaluation, Questionnaires, Second Language Learning, *Teacher Attitudes

Identifiers-Elementary Secondary Education Act Title VII, Monolingual Teachers

A summary is presented of interviews with nine kindergarten and first grade teachers, all monolingual, in the four Title VII Bilingual Project schools where participation includes just kindergarten and first grade. Four bilingual teacher aides are assigned to these schools. Intended to provide data for assessment of ongoing activities as well as stated objectives, the interviews were designed to investigate activities such as duties assigned to bilingual aides, in-service training needs, materials needed, the amount of English and Spanish used in instruction and the amount of help needed by the teachers from the project staff. Therefore, the following areas were covered by the fifteen questions on the interview form: (1) language instruction; (2) teacher aides services; (3) classroom needs; (4) inservice training needs; (5) supervision and services by the Title VII staff; and (6) cultural awareness activities. Following a discussion of the results of each of the fifteen items, two significant conclusions are drawn: (1) because the burden of Spanish instruction falls on teachers aides, special training activities for and close supervision of the four aides seem necessary; and (2) to make up for the current lack of cultural activities, a heavy reliance on the aide for such activities is suggested. A copy of the interview form and a summary of teachers' responses to each item are attached. (AMH)

ED 158 599 FL 009 706

Kalifornsky, Peter

Kahtnuht'ana Qenaga (The Kenai People's Language).

Alaska Univ., Fairbanks. Alaska Native Language Center.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-Aug 77

Grant-NEH-R01-20196-74-54

Note-152p.

Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701 ($3.50)

Language-Tanaina Athapascan; English

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Alaska Natives, American Indian Languages, *Athapascan Languages, Bilingual Education, Cultural Education, Descriptive Linguistics, *Folk Culture, *Instructional Materials, *Language Instruction, *Language Patterns, *Reading Materials, Second Language Learning, Singing, Story Telling, Uncommonly Taught Languages, Vocabulary

Identifiers-Alaska, Ethnography, Prayers, *Tanaina Athapascan

This collection of writings in and about the Kenai language is intended for students at the intermediate or advanced level. The volume is divided into five sections: (1) narratives about Dena'ina life; (2) traditional stories or sukdu''; (3) prayers and songs; (4) literacy and grammar exercises; and (5) place names. The narratives, stories, prayers and songs are presented with interlinear and free English translations. (AM)

ED 158 491 EC 111 892

Milne, Nidia Moreno
Informal Assessment Techniques.
Pub Date-Jun 78
Note-9p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Check Lists, Classroom Observation Techniques, Diagnostic Teaching, Elementary Secondary Education, Evaluation Methods, *Handicapped Children, *Informal Assessment, *Student Evaluation

The paper discusses the teacher's use of such informal techniques as observation and checklists to detect students' particular instructional or behavioral needs, to detect areas of strength or weakness, and to formulate remedial programs. (Author/SBH)

ED 158 522 EC 111 923

Best, Gary A.

Death Education: The Special Education Teacher's Role.

Pub Date-Jun 78

Note-5p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Conference Reports, *Death, Emotional Adjustment, *Handicapped Children, *Teacher Role

The author suggests that the special education teacher plays an important role in the life of a dying child, and considers the teacher's need for support in the mourning/grief process. (CL)

ED 158 094 CE 017 572

Varney, Beverly And Others

Multiple Learning Strategies Project. Medical Assistant. Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-Sep 77

Grant-G007603808

Note-328p.; For related documents see CE 017 554-583

EDRS Price MF-$0.83 HC-$18.07 Plus Postage.

Descriptors-Business Skills, *Health Occupations Education, *Learning Activities, Learning Modules, *Medical Assistants, *Vocational Education, Young Adults

This instructional package, one of four designed for regular vocational students, focuses on the vocational area of medical assistant. Contained in this document are forty-seven learning modules organized into nine units: review for competency; third-party billing; patient teaching; skill building; bookkeeping; interpersonal relationships; medical office first aid; banking; and casting procedures. Each module includes these elements: a performance objective page telling what will be learned, what materials will be needed, and how the student will be evaluated; information pages (not always included) which provide information needed to perform the activity; and job step pages which detail steps (visuals included) necessary to do the tasks. (This document and related documents CE 017 569, CE 017 570, and CE 017 571 are one of two sets of learning modules on medical assistants written in formats designed for regular vocational and visually impaired students. These modules are part of a total set which includes over 1,300 modules in a variety of formats on building maintenance, dietetic assistant, small engine repair, medical assistant, and graphics.) (JH)

ED 158 149 CG 012 601

Varenhorst, Barbara B.

In Search of the Illusive View of Man.

Pub Date-28 Mar 78

Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, CANADA, March, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Change Strategies, *Counseling, *Humanism, Models, *Participant Involvement, Peer Counseling, *Religious Factors, *Research Methodology, Scientific Attitudes, State of the Art Reviews, Truancy

The author presents contemporary views of the quest for knowledge about human beings and the human experience. She then presents criticism of the natural science model as a basis for social and behavioral science research. She notes that the human being and his behavior are so complex that unidimensional research models are inadequate. However, she finds balance in the contribution of scientific rigor to careful investigation of human phenomena. The author next discusses the inclusion of new procedural options and vistas in research. Two areas of particular interest to her are the involvement of subjects as co-designers and co-experimenters in investigations and the inclusion of religious beliefs as a subject of research. She notes the difficulties of work in this area, including the lack of theory and reliable methods. She concludes with a description of a peer counseling program for school truants which she is in the process of developing. The emphasis is on changing the school environment, and the experiment will involve the peer counselors as co-designers and participant observers. (DOW)

ED 158 173 CG 012 741

Gordon, Theodore J.

Prospects for Aging in America.

Pub Date-13 Feb 78
Note-48p.; Paper presented at the Annual Meeting of the American Association for the Advancement of Science (Washington, D.C., February, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Age, *Biomedical Equipment, *Death, *Demography, *Disease Control, Economic Change, *Futures (of Society), Gerontology, *Human Engineering, Older Adults, Research Projects, Social Change
Identifiers-*Aging

The Futures Group recently performed an assessment of life-extending technology. The study was designed not only to explore the biomedical capabilities which could extend life, but to reach a deeper understanding of the demographic, economic, social, political and value consequences of these developments. After first defining the state-of-the-art of life-extending technologies, the study focused on generating forecasts of the future of biomedical technologies which could affect life span and life expectancy. These forecasts were derived using in-depth interviews with a selected panel of 25 experts. The study team chose to group the technologies into sets and to form several scenarios based on these sets. The remainder of the study was devoted to an identification of the consequences of the assumptions contained in the scenarios. A symposium and interviews were held to identify potential social changes flowing from life extension. More in-depth interviews with selected representatives of interest groups were then utilized to explore the perceived consequences and desirability of a range of impacts of life-extending technologies. The study found that life expectancy is increasing, that new biomedical technologies would accelerate this trend, and that changing age distribution would have significant economic and social impact. Specific consequences are cited. Recommendations for additional information and research are included. (Author/RF)

ED 158 196 CG 012 780

Cvetkovich, George Grote, Barbara

Adolescent Development and Teenage Fertility.

Pub Date-16 Jun 77
Note-22p.; Paper presented at the Planned Parenthood Regional Conference on Adolescence (Boise, Idaho, June 16, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Adolescence, *Birth Rate, Contraception, *Individual Development, Personal Growth, *Pregnancy, Research Projects, Sexuality, Social Maturity, *Teenagers

This study considers how adolescent development is related to teenage fertility. Findings from two studies indicate that in some ways teenagers as a group differ from older individuals. The paper details some of the ways in which sexual experiences are influenced by social and emotional maturity and outlines some of the problems which result from the need to coordinate development on the levels of biology, individual differences, and social interactions. Many of these problems are more pressing during adolescence than they ever appear in later life. The author points out that human fertility decisions always demand a blend of emotion and logic. The ability to make life decisions which combine both feelings and facts develops during the adolescent years, and this characteristic must be central to all thinking about psychosocial development. (Author)

ED 158 240 CS 004 283

Functional Reading Test Results; Maryland Assessment of State Goals in Reading. Maryland Accountability Program Year IV, School Year 1976-1977.

Maryland State Dept. of Education, Baltimore.; Westat Research, Inc., Rockville, Md.
Pub Date-1 Apr 77
Note-149p.; Parts may be marginally legible due to small print
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Academic Achievement, Achievement Tests, *Criterion Referenced Tests, *Educational Accountability, Elementary Secondary Education, *Functional Reading, Grade 7, Grade 11, Norm Referenced Tests, *Program Evaluation, *Reading Skills, *Test Interpretation
Identifiers-*Maryland

The 1973 statewide (Maryland) educational accountability plan, for which this report was compiled, called for the development and establishment of statewide and local goals in reading, writing, and mathematics; a comprehensive and uniform statewide testing program; procedures for collecting data on student, home, community, and school characteristics; and a method whereby school systems would report test results and other information to the state. This report on functional reading test results for the school year 1976-1977 offers a description of the statewide functional reading program, defines the goals and objectives of the program, analyzes the reading test results for grades seven and eleven according to the state level results, system level results, and personal development (the section of the test that analyzes student response to reading), and concludes with general observations regarding the test results and suggestions for improving the plan. Four appendixes (illustrated by tables and charts) comprise the major portion of the report and include the Maryland Educational Accountability Act, the Maryland statewide goals in reading, system and school level results presented by county, and a follow-up discussion of pilot schools in the Maryland functional reading program. (MAI)

ED 158 328 CS 204 326

Jugenheimer, Donald W.

Where Does the Teaching of Advertising Belong: The Case for the Journalism School.

Pub Date-Aug 78

Note-14p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Business Education, *College Curriculum, Higher Education, Interdisciplinary Approach, Journalism, *Journalism Education, Systems Approach

Identifiers-*Advertising

In order to determine whether advertising should be taught in the journalism school or the business school, it is necessary to consider the strengths of both schools and then to compare them to the objectives of advertising education and the needs of advertising students. The strengths of the business school grow from its systems approach while the strengths of the journalism school grow from its emphasis on language, thinking, and creativity. Among the reasons given for selecting their major, advertising students often list a desire to be creative, an interest in writing, and a desire to be involved with their work. All of these reasons fit into the journalism environment. Further, many of the objectives of advertising are the same as those of journalism. Advertising, then, should be a part of the journalism school curriculum. However, in light of the long struggle for legitimacy by advertising education, both sides of the controversy should be working together toward the same goals. Advertising should be taught within the broader framework of business and journalism programs, not as an isolated institution, but as an integral part of living in the modern world. (FL)

ED 158 370 EA 010 768

Zweig, April Ducey, Michael H.

A Preparadigmatic Field: A Review of Research on School Vandalism.

National Council on Crime and Delinquency, Hackensack, N.J. NewGate Resource Center.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.; Illinois Law Enforcement Commission, Springfield.; National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.
Pub Date-Feb 78
Grant-75NI-99-0013; EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Behavior Theories, *Delinquency Prevention, *Delinquent Behavior, Elementary Secondary Education, Literature Reviews, *Research Methodology, *School Vandalism, Student Alienation, Student School Relationship

One of 52 theoretical papers on school crime and its relation to poverty, this chapter reviews the various approaches used in the study of school vandalism and attempts to define what is needed now. The main contribution of early research on vandalism is to point out an intellectual dead end. Conventional demographic approaches to the problem, by themselves, lead nowhere. In the years since 1970, five distinct research issues have been identified. The first is the absence of satisfactory reporting and measuring techniques to provide baseline data. The second is the development of causal models that include situational factors and motivational constructs. The third is the problematic relationship between school vandalism and larger forces. The fourth is an outcome of the third: the defensive stance taken by many schools in response to research focused on vandalism as their problem. The fifth is the absence of any theoretical bases for grounded cost-benefit studies of security programs. (Author/MLF)

ED 158 391 EA 010 800

Hess, Fritz, Comp. And Others

Issues in Education: A Documented Look at Seven Current Topics.

Pub Date-78

Note-164p.; For individual chapters of this document, see EA 010 801-807

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors-*Ability Grouping, Academic Achievement, *Achievement Tests, Bibliographies, *Class Size, Elementary Secondary Education, *Grade Repetition, *Instructional Program Divisions, *Kindergarten, Literature Reviews, *School Size

Seven separate reports survey the literature and current thinking in the following topic areas: optimum school and class sizes, organization of schools into appropriate grade-level groups, the benefits and disadvantages of ability grouping, the decline in student achievement as measured by standardized tests, the expansion of kindergarten programs, and the relationship between grade retention or repetition and academic improvement. All seven reports explore arguments on both sides of the questions discussed and offer substantial references to the points of view and research findings presented. (PGD)

ED 158 492 EC 111 893

Hisama, Toshiaki

Toward Equalizing EMH Placement for Children with Cultural Differences An Adaptation of Mercer's System of a Multicultural Pluralistic Approach to the Diagnosis of Mental Retardation.

Pub Date-Jun 78

Note-12p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Cultural Differences, *Culture Free Tests, Disadvantaged Youth, *Educable Mentally Handicapped, Elementary Secondary Education, Evaluation Methods, *Intelligence Tests, Mentally Handicapped, *Minority Groups, Test Bias

The paper describes a modified method of J. Mercer's System of Multicultural Pluralistic Assessment, in which only two factors (occupation and dwelling area) are used to assess socioeconomic status as a determiner of expected mean score on an IQ test. For validation, data by Mercer and the author are compared. (Author/SBH)

ED 158 523 EC 111 924

Best, Gary A.
Sex Education for the Exceptional: More Than a Right A Need.
Pub Date-Jun 78
Note-5p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Handicapped Children, *Needs, *Sex Education, *Sexuality, *Student Rights, Teacher Role

The conference paper considers the sexual rights and needs of handicapped students and the teacher's role in developing appropriate learning experiences. (CL)

ED 158 001 CE 016 904

Toombs, William

Client Reaction to Lifelong Learning Center Service: A First Approximation.

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.
Pub Date-Mar 78
Note-36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Access to Education, Adult Counseling, *Adult Education, Career Planning, Counselor Role, Educational Needs, Helping Relationship, Information Centers, Information Needs, *Information Networks, *Participant Satisfaction, *Program Effectiveness, Program Evaluation, Readiness, *Vocational Counseling

A descriptive study using summary and internal comparisons was designed to discover client perceptions of the Lifelong Learning Center's services in regard to their needs and expectations. One hundred fifty-five clients rated on a five-point scale their satisfaction with access conditions, staff interactions, and information exchange. Also measured were career and education needs and results. Two global questions (how it all turned out'' and feelings about life as a whole'') were asked. Client interviews concentrated on how the experience fitted into the participants' lives. Counselor support and nurturance were found to be the most important first contact elements. Access was judged quite satisfactory; low ratings were assigned to information provided. Clarifying employment goals was mentioned most on the career needs scale; seventy-seven rated finishing school a primary educational need. Career information responses reflected educational job requirements to be a major concern. Educational information needs revealed heavy emphasis on college and postgraduate programs. Outcomes showed that 101 clients took some action related to their center association. Ninety-nine globally rated their center experience satisfying or very satisfying. Feelings of life satisfaction were below the national population; twice as many as the national population appeared mostly dissatisfied. Interviews found that client readiness'' characteristics differed greatly. (CSS)

Bigney, Tracy B.
The Bilingual Human Services Educational Consortium of Bangor Community College. Third Year Evaluation.
Maine Univ., Orono. Social Science Research Inst.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-31 Jul 78
Note-44p.; For a related document see CE 017 481
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Access to Education, Adult Vocational Education, *Bilingual Education, Bilingual Students, Certification, College Faculty, Community Colleges, Community Services, Consortia, Course Evaluation, Educational Environment, English (Second Language), *Gerontology, *Human Services, Post Secondary Education, Practicums, Program Attitudes, *Program Effectiveness, Program Evaluation, Student Opinion, Summative Evaluation, Supervisors, Underemployed, Unemployed, *Vocational Education
Identifiers-*Franco Americans

This third-party evaluation report, presented in six sections, begins with an introductory section on the procedures used to evaluate the Bilingual Human Services Educational Consortium. (The consortium, a one-year college level program, prepares underemployed and unemployed Franco-Americans for paraprofessional human service jobs.) Also described in the introduction is the summative evaluation design based on program participants' attitudes as assessed through questionnaires, interviews, and observations. In section 2 findings on students' perspectives are presented. In section 3 the faculty perspective is examined and in section 4 the practicum supervisor's perspective is investigated. In the fifth section, seventeen observations and recommendations resulting from site visits are presented in four categories: providing University access for non-traditional students, program atmosphere, vocational training, and academic considerations. The final section presents the results of each program objective: (1) to expand the bilingual certificate gerontology program, (2 and 3) to provide bilingual vocational education for Maine's high Franco-American populations and 100 unemployed and underemployed adults, and (4) to encourage consortia between the University of Maine system and community agencies in meeting the above objectives. The report concludes that the first three objectives were met, and the fourth was partially fulfilled. (See related document CE 017 481 which contains a comprehensive report of all project activities.) (CSS)

ED 158 074 CE 017 547

Indiana Labor Supply and Demand, 1977.

Indiana Advisory Council on Vocational Education, Indianapolis.; Indiana State Employment Security Div., Indianapolis.
Spons Agency-Indiana State Board of Vocational and Technical Education, Indianapolis.
Pub Date-77
Note-583p.; Not available in hard copy because of poor reproducibility. Portions of some tables may not film well
EDRS Price MF-$1.16 Plus Postage. HC Not Available from EDRS.
Descriptors-Adult Education, Apprenticeships, Economic Climate, Economic Research, Employment Opportunities, Employment Patterns, Enrollment, Labor Economics, Labor Market, *Labor Supply, *Manpower Needs, Manpower Utilization, *Occupational Surveys, Occupations, Post Secondary Education, Regional Characteristics, School Industry Relationship, Secondary Education, *Statistical Data, *Vocational Education
Identifiers-*Indiana

To provide current occupational information to aid in planning by vocational educators, related state agencies and boards, business, and industry in Indiana, this publication summarizes occupational data by planning and development regions within the state. For each of the fourteen economic regions the information is organized in the following manner: (1) characteristics of the region such as 1975 population statistics, commuting patterns, employment distribution, and manufacturing and nonmanufacturing employment; (2) occupational supply data, which tells the number of persons enrolled or completing vocational education programs at the secondary, postsecondary, and adult levels and the number of registered apprentices; (3) occupation demand data for 1977-1978 arranged by major urban centers with those occupations expected to experience shortages specially marked; (4) reprints of business journal articles giving an economic analysis of the region; and (5) the locations of the regional offices of the Indiana Employment Security Division. The occupational supply and demand information is presented for a list of 406 job titles and was provided primarily by various state educational boards and commissions and the Employment Security Division. (ELG)

ED 158 220 CG 012 997

Mohar, Robert C. Hunt, Edward E.

Metropolitan Youth Education Center.

Pub Date-75
Note-13p.; Best copy available
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Counseling Services, *Dropout Programs, Dropouts, *Educational Alternatives, Educational Assessment, *High School Equivalency Programs, *Manpower Development, Program Descriptions, *Vocational Education, Youth Employment

The Metropolitan Youth Education Center's program is designed to help high school dropouts and the unemployed or under-employed whose problems are attributable to educational deprivation. The educational program is highly individualized. Each student program is developed to meet the personal goals, time available, ability and achievement level of the student. Within this framework the Center provides basic education, the prerequisite experiences to qualify for a diploma or to participate in the General Educational Development Test (GED), as well as training in employable skills. The students participating in this program range from 16 to 26 years of age. Their predominant academic deficiencies fall in the area of reading problems. Counseling services include personal, academic, social, and vocational counseling which focuses on the establishment of realistic goals and self-concepts for progress into adult society. Some of the problems of maintaining the program are funding, high student turnover and poor transportation to the four geographic locations. However, within a 12-month period 204 students successfully completed the GED, 258 students received formal high school diplomas and 68 students successfully participated in a Cooperative Work Study Program. (Author)

ED 158 262 CS 004 326

Farr, Roger And Others
Then and Now: Reading Achievement in Indiana (1944-45 and 1976).
Indiana Univ., Bloomington. School of Education.
Spons Agency-Lilly Endowment, Inc., Indianapolis, Ind.; Psychological Corp., New York, N.Y.; Spencer Foundation, Chicago, Ill.
Pub Date-78
Note-146p.
Available from-Reading Education Department, School of Education, Indiana University, Bloomington, Indiana 47401 ($3.00)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Comparative Analysis, *Comparative Testing, Educational Environment, *Educational Improvement, Elementary Secondary Education, Grade 6, Grade 10, Reading Ability, *Reading Achievement, *Reading Research, Reading Skills
Identifiers-*Historical Perspective, Indiana, Iowa Silent Reading Tests

In response to a need for comparing test results from widely separated time periods and broad geographic areas in order to evaluate the achievement of today's students, a study was conducted to compare the reading achievement of sixth and tenth grade students in Indiana in 1944-1945 with Indiana children in the same grades in 1976 according to the Iowa Silent Reading Test. The 1976 procedure was set up to acquire data comparable to that of 1944-1945 and varied from the earlier one in that the questionnaire sent to participating school administrators requested additional information on student background, community, school personnel, and academic programs. With a grade adjustment for a ten month age difference, the 1976 sixth grade sample outscored their earlier counterparts on every subtest and on the total median score. The tenth grade scores, adjusted for age differences, indicated a dramatic improvement for the 1976 sophomores. The assumption that the reading abilities of students is presently declining is unsupported by the study. However, there is a need for further examination of the effects of certain societal and educational factors in each of the time periods. (Twenty-one tables are appended.) (MAI)

ED 158 284   CS 204 266

Kahle, Roger R.

Q-Technique and Graphics Research.

Pub Date-Aug 78
Note-13p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (21st, Seattle, Washington, August 13-16, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Design, *Graphic Arts, Layout (Publications), Photographs, *Q Sort, *Research Methodology, Technology, *Typology

Because Q-technique is as appropriate for use with visual and design items as for use with words, it is not stymied by the topics one is likely to encounter in graphics research. In particular Q-technique is suitable for studying the so-called congeniality'' of typography, for various copytesting usages, and for multivariate graphics research. The specific fields of graphics research in which Q-technique might be most helpful are typography, color, photographs, layouts, design principles, and attitudes to new technology. Although Q is a relatively complex methodology, its relevance to graphics research makes its presence in the arsenal of graphics researchers important. (Author/FL)

ED 158 415 EA 010 843

Wynn, Richard Guerrieri, Donald J.

Manual for the Self Evaluation of School Boards.

Tri-State Area School Study Council, Pittsburgh, Pa.
Pub Date-78
Note-48p.
Available from-Tri-State Area School Study Council, 5R29 Forbes Quadrangle, University of Pittsburgh, 230 South Bouquet Street, Pittsburgh, Pennsylvania 15260 ($2.00; $1.50 if prepaid; discount of 10% for 10 or more copies)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Board Administrator Relationship, *Boards of Education, Questionnaires, School Community Relationship, *Self Evaluation

Developed for use with 90 school systems in Western Pennsylvania, this manual was field tested and modified in some of those systems. It allows school board members to test themselves on six important aspects of school board operation: (1) the conduct of meetings, (2) relationship with the administrative staff, (3) educational program improvement, (4) personnel function, (5) school funds and facilities, and (6) school-community relations. Each section includes a number of criteria against which the board's performance may be evaluated. It is suggested that after each board member and the superintendent complete each section of the evaluation form, working sessions be scheduled to discuss the criteria and to search for means of making improvements where necessary. Making these improvements may call for workshops, outside consultants, task force committees, and further evaluation procedures. A six-page bibliography dealing with school board operation is included. (Author/JM)

ED 158 435 EA 010 865

Tymko, J. Lawrence
A Framework for Policy Making.
Pub Date-Jun 78
Note-27p.; Paper presented at the Canadian School Trustees' Association Congress on Education (1st, Toronto, Ontario, June 17-21, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Board of Education Policy, Boards of Education, Decision Making, Elementary Secondary Education, Models, Policy Formation

To prevent policy-making from being fragmented into a series of ad hoc and disjointed decisions, it is important to be as clear as possible about the policy-making framework within which decision-making is to operate. School boards that aspire toward enhancing their policy-making function are here provided with a basic structure for policy-making. Policy-making means setting the general direction in which the school system charts its course, and the manner in which the schools are to be operated. The policy-making framework presented here is a six-step process that involves answering several questions: (1) What ought to be? (2) What is the current state of affairs? (3) What is the problem? (4) What are the alternative solutions? (5) What shall be the policy? (6) What are the results of the policy? The first question involves the consideration of values, a consideration vital to policy-making because of values' influence on aspirations, goals, and perception of reality. Determining the difference between the answer to question one and the answer to question two constitutes needs assessment. Question six is vital because policy evaluation is necessary to correct policy malfunction. (Author/JM)

ED 158 460 EC 111 833

Quigley, Stephen P. Sarff, Lewis S.
Language and Hearing Impairment: A Research Perspective.
Pub Date-Jun 78
Note-14p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Academic Achievement, *Aurally Handicapped, Deaf, Elementary Education, Exceptional Child Research, Hard of Hearing, *Language Development, Teaching Methods

The paper provides information on two research projects: one to determine the extent to which mild to profound levels of hearing impairment are related to language performance, and the other to investigate the effects of two types of programs (teacher voice amplification and resource room instruction) on the educational functioning of elementary level hearing impaired students. Noted among findings are that even mild degrees of hearing impairment might produce some negative educational effects; that hearing impaired groups perform at lower levels on all language tests than the normal hearing comparison group; and that there is a possibility that mild hearing impairment is associated with academic retardation and that the effect is cumulative. (SBH)

ED 158 576 FL 009 677

Falk, Julia S.

Language and Linguistics: Bases for a Curriculum. Language in Education: Theory and Practice, No. 10.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jun 78

Note-35p.

Available from-Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 ($2.95)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Annotated Bibliographies, *Course Content, *Course Organization, Curriculum Design, *Curriculum Guides, *Curriculum Planning, Higher Education, Instructional Materials, Junior Colleges, Language, Language Role, Language Variation, *Linguistics, Morphology (Languages), Phonology, Semantics, Syntax, Written Language

Identifiers-Information Analysis Products

This is a guide for instructors in community, junior, and four-year colleges who are not trained extensively in the field of linguistics but who are interested in designing an introductory course in language and linguistics. Among the variables that may affect the nature of the course are the students' and the instructor's backgrounds and interests, the institution, and the disciplines chosen for inclusion in the scope of the course, such as anthropology, psychology, and sociology. The content of an introductory course on language and linguistics should provide a dual focus: (1) presentation of the basic structure of languages; and (2) exploration of a wide variety of questions, issues, and concerns with respect to the roles of language in our lives. A sample syllabus for this content is provided, grouping the material under the following divisions: (1) views of language; (2)morphology; (3) phonology; (4) writing systems; (5) syntax; (6) semantics and pragmatics; (7) language change and variation; (8) language learning; (9) language in education; and (10) overview. A selected, annotated bibliography of materials and resources completes the volume. (Author/AM)

ED 158 600 FL 009 710

Sajavaara, Kari Lehtonen, Jaakko

Spoken Language and the Concept of Fluency.

Jyvaskyla Univ. (Finland). Language Center.
Pub Date-78
Note-38p.; Best copy available
Journal Cit-Language Centre News; n1 p23-57 1978
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Communicative Competence (Languages), Grammar, *Language Fluency, *Language Instruction, Language Usage, Linguistic Competence, Pragmatics, *Second Language Learning, Sociolinguistics, Speech Skills, Testing, Verbal Ability, *Verbal Communication

Language teaching typically reflects current research, and, until quite recently, grammatical competence (e.g., in the Chomskyan sense) was the major target of linguistic research. Emphasizing the spoken language, the term fluency,'' as applied to the foreign language performance of a language learner, is correlated to foreign language proficiency. Some parameters of fluency as found in the literature are examined to see to what extent such parameters should be observed in future studies and what methods should be used to test their influence. Since the term is difficult to define, dictionary definitions are consulted along with professional discussions and language teaching authorities. Fluency is regularly mentioned as one of the goals for foreign language teaching and is discussed in terms of linguistic, psychological, and sociolinguistic factors. A preliminary test was conducted to acquire material for the study of fluency. The organization of the message is evaluated in terms of message length, false starts, impressions, lexical density and variation, and continuity factors are also evaluated. Even when fluency is defined as being independent of the grammatical competence of the langauge learner, the lack of linguistic resources remains the most usual cause of disruptions, message reductions, and total abandonment of turns in discussion. For teaching fluency, two things should be combined: the words and their use, i.e., the grammar and the pragmatics of the language. (NCR)

ED 158 114 CE 017 764

Food Merchandising Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.-Bull-1955-10
Pub Date-78
Note-21p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Cooks, Dishwashing, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Food Service Industry, *Food Service Occupations, Food Service Workers, Food Stores, Information Sources, Job Skills, Job Training, Meat Packing Industry, *Occupational Information, Occupational Mobility, Promotion (Occupational), Salaries, Wages, Work Environment

Focusing on food merchandising occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include bartenders, cooks and chefs, dining room attendants, dishwashers, food counter workers, meatcutters, waiters/waitresses, occupations in the restaurant industry, and occupations in retail foodstores. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 132 CE 017 782

Health Occupations. Dental Auxiliaries, Nursing, Therapy and Rehabilitation, Health Services Administration. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.-Bull-1955-28
Pub Date-78
Note-25p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Administrative Personnel, Dental Hygienists, Dental Technicians, Dentists, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, *Health Occupations, *Health Personnel, Hospital Personnel, Information Sources, Job Skills, Job Training, Nurses, Nurses Aides, *Occupational Information, Occupational Mobility, Occupational Therapy Assistants, Physical Therapists, Physical Therapy Aides, Practical Nurses, Promotion (Occupational), Salaries, Speech Therapists, Therapists, Wages, Work Environment

Focusing on health occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include dental assistants, dental hygienists, dental laboratory technicians, health services administrators, nursing occupations (registered nurses, licensed practical nurses, nursing aides, orderlies, and attendants), and therapy and rehabilitation occupations (occupational therapists, occupational therapy assistants/aides, physical therapists, physical therapist assistants/aides, speech pathologists, and audiologists). The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 197   CG 012 781

Mills, Joseph A.
The Arts in Education: A Necessity for School Children.
Pub Date-13 Dec 77
Note-23p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Art Education, *Educational Objectives, Elementary Secondary Education, *Humanistic Education, Individual Development, *Music Education, Public Schools, *Self Concept, State of the Art Reviews

Art, music, drama and other humanistic disciplines are vital to the fullest development of human potential. They must not be looked upon as educational ``frills,'' but as components of education fully as important as ``basics'' such as reading, writing and math. Evidence exists that exposure to the arts actually helps children develop their brains, by stimulating greater body awareness and less muscular inhibition. Lack of such stimulation leads to inhibitions in the motor cortex and in the ability to think certain kinds of thoughts and feel certain kinds of feelings. Study of the arts also enhances self-concept and stimulates intellectual curiosity. School librarians have a special power and responsibility to direct children's education. Providing the arts as an integral part of formal education is a necessity that must not be denied. (Author)

ED 158 392 EA 010 801

Hess, Fritz And Others

School Size and Its Effects on Achievement and Other Educational Issues.

Pub Date-78
Note-21p.; Chapter I of ``Issues in Education: A Documented Look at Seven Current Topics'' (EA 010 800); For related documents, see EA 010 800-807
Available from-Not available separately see EA 010 800
Document Not Available from EDRS.
Descriptors-Elementary Secondary Education, Literature Reviews, *School Size

Examination of the literature reveals considerable variation among recommendations for the optimum size of schools. Generally, levels suggested for elementary schools ranged from 300 to 800 students. Academic, psychological, and environmental factors favored smaller student bodies, whereas, economic and institutional factors favored larger. High schools received the heaviest research interest, with student population recommendations ranging from 500 to 2,000. Higher populations seemed related to greater academic achievement, partly as a result of the curricular variety made possible, and seemed preferable for economic and institutional reasons as well. While larger institutions were seen as less orderly and coherent than smaller ones, research in this area of psychological and environmental factors has not been as complete as that in the other aspects. Junior high school information proved particularly lacking, and at present recommendations can only be inferred from the studies at the high school and elementary levels. (Author/PGD)

ED 158 493 EC 111 894

Jarman, Ronald F.
Development and Validation of Cognitive Screening Instruments.
Pub Date-Jun 78
Note-16p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Cognitive Development, *Early Childhood Education, *Identification, *Learning Disabilities, Neurology, *Screening Tests

The author suggests that most research on the early detection of learning disabilities is characterisized by an ineffective and a theoretical method of selecting and validating tasks. An alternative technique is proposed, based on a neurological theory of cognitive processes, whereby task analysis is a first step, with empirical analyses as subsequent stages. The possible utility of this technique in addressing current prediction research issues is noted, such as developmental differentiation and integration, and modality specialization. (Author/SBH)

ED 158 524 EC 111 925

Nathanson, David E.

The Creative and Performing Arts in Special Education.

Pub Date-Jun 78

Note-10p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Adults, Conference Reports, *Creative Art, *Creative Dramatics, Handicapped, *Handicapped Children, *Poetry, Theater Arts

The paper describes three creative and performing arts projects for handicapped persons: the production of a Shakespearean play using institutionalized mentally retarded adults; poetry writing with blind, deaf, physically handicapped and mentally retarded persons; and water ballet with mentally retarded adults. (CL)

ED 158 557 FL 009 449

Ward, Raquel And Others

Interviews of Bilingual Teacher Aides. November 1974. ESEA Title VII Bilingual Project. Formative Evaluation Report No. 5.

Austin Independent School District, Tex. Office of Research and Evaluation.

Pub Date-Nov 74

Note-13p.; For related documents, see FL009447-452

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Bilingual Education, *Bilingual Teacher Aides, Educational Assessment, Educational Needs, Elementary Education, Federal Programs, Formative Evaluation, Inservice Education, Interviews, Language Instruction, Language of Instruction, Language Programs, Program Evaluation, Questionnaires, Second Language Learning, Spanish Speaking, *Teacher Attitudes, *Teacher Responsibility, Teacher Role

Identifiers-Elementary Secondary Education Act Title VII, Teacher Aide Attitudes, *Teacher Aide Role

A summary report is presented of interviews with 28 bilingual teacher aides who work in ten elementary Schools Austin Independent School District. The interviews were conducted to provide data to assist the project staff in assessing ongoing activities of the aides as well as specific process objectives. They were designed, therefore, with a two-fold purpose, namely to determine in what activities the aides were involved and to determine in what areas the aides needed help. The following areas of particular interest were identified for the interviews: (1) understanding of their role and responsibilities; (2) the kind of inservice training desired; (3) the greatest needs in the classroom; (4) help needed from the project staff; (5) time spent on various activities in the schools; (6) planning strategies; (7) subject areas usually taught in Spanish and English; (8) percentage of time used for each language; (9) daily and weekly schedules; and (10) general comments on the bilingual project. Results for each of the fifteen questions in the interview form are given, with a brief discussion of each. In addition to several specific conclusions, it is noted that, generally, averages for the aides reveal levels of performance comparable to those in the Title VII Project's proposal. A copy of the interview form and a list of additional comments are attached. (AMH)

ED 158 019 CE 017 379

Olmstead, Joseph A. Elder, B. Leon

The Use of Management Games for Developing Army Officers in Administrative and Staff Jobs. Human Resources Research Organization, Alexandria, Va.

Spons Agency-Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

Report No.-ARI-TR-78-A2

Pub Date-Feb 78

Contract-DAHC-19-76-C-0048

Note-175p.

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors-Administrative Problems, *Administrator Education, Catalogs, Decision Making, Development, Evaluation Methods, *Game Theory, Guidelines, Inservice Education, Interpersonal Relationship, Job Skills, Literature Reviews, *Management Games, *Military Training, *Officer Personnel, On the Job Training, Performance Based Education, Problem Solving, Research Projects, *Simulation, State of the Art Reviews, Task Performance, Teaching Methods

Identifiers-*Army, United States

A research project was undertaken to provide a foundation for future research on the efficacy of games and simulations for use in training and assessing junior company-grade officers working in administrative, nontactical support, and staff jobs. Based on survey interviews with nineteen incumbents of Finance, Adjutant General, and Quartermaster Corps first-tour, entry-level jobs, work requirements, problem analysis, decision-making, and interpersonal tasks and problems were identified. A comprehensive literature review and state-of-the-art survey of simulation were conducted, and 351 games and simulations were surveyed to determine relevance for junior officers. After initial screening, the remaining 183 were intensively analyzed to identify processes and parameters involved in the games and simulations, and a descriptive model was developed to delineate their attributes. A methodology for evaluating management games and simulations in terms of effectiveness, efficiency, and the descriptive model was developed and applied to the sample 183. Fifty-two games and simulations identified as appropriate for the focal officers were catalogued with descriptions and evaluations as Human Resources Research Organization Research Product 77-22 (bound at the end of this report). In conclusion, a framework and guidelines for constructing games and simulations for training and assessment purposes were also developed. (Author/ELG)

ED 158 150 CG 012 603

Frey, Susan Bart, William M.

Toward the Identification of Styles of Formal Reasoning.

Pub Date-Mar 78

Note-19p.; References and appendices are of marginal legibility; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, CANADA, March, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Behavior Patterns, *Cognitive Style, *Deductive Methods, *Logical Thinking, Observation, Problem Solving, *Research Methodology, Research Problems, State of the Art Reviews, Task Performance

Identifiers-*Inhelder (Baerbel), *Piaget (Jean)

A method of examining individual variation in responses to Inhelder-Piaget formal reasoning tasks is proposed as a means of identifying cognitive style components of formal reason and as a means of generating more complete descriptions of observable manifestations of formal reasoning. The method is one used by human ethologists and consists of four parts: (1) noninferential observation of both subject and examiner behavior during task administration; (2) formulation of unambiguous, explicit behavioral units to be compiled eventually into a dictionary or ethogram of subject and examiner behavior; (3) observing and recording subject and examiner behavior using lists of behavioral units; and (4) analyzing observational data in order to determine frequencies and sequences of the listed behaviors. Drawing upon some preliminary results obtained by carrying out steps one and two of this method, the authors discuss some observable elements of formal reasoning task responses which seem to be related to cognitive style. They suggest that these and other salient behaviors be observed and recorded carefully for a wide variety of subjects in order to enrich our knowledge of formal reasoning performance and its relationship to factors such as cognitive style. (Author)

ED 158 241 CS 004 284

Functional Reading Test Results; Maryland Assessment of State Goals in Reading. Maryland Accountability Program Report V, School Year 1977-1978.

Maryland State Dept. of Education, Baltimore.

Pub Date-1 Apr 78

Note-183p.; Parts may be marginally legible due to small print

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors-Academic Achievement, Achievement Tests, *Criterion Referenced Tests, *Educational Accountability, Elementary Secondary Education, *Functional Reading, Norm Referenced Tests, *Program Evaluation, *Reading Skills, *Test Interpretation

Identifiers-*Maryland

The 1973 statewide (Maryland) educational accountability plan, for which this report was compiled, called for the development and establishment of statewide and local goals in reading, writing, and mathematics; a comprehensive and uniform statewide testing program; procedures for collecting data on student, home, community, and school characteristics; and a method whereby school systems would report test results and other information to the state. This report on functional reading test results for the school year 1977-1978 describes the statewide functional reading program; outlines the assessment of student reading competency; analyzes the state level test results according to grades seven, nine, and eleven; and concludes with general observations regarding test results and implications for the future (illustrated by numerous tables and charts). Three appendixes comprise the major portion of the report and include the statewide goals in reading, the Maryland Educational Accountability Act, and system and school-level results, presented by county. (MAI)

ED 158 285 CS 204 268

Associated Writing Programs 1977-1978 Catalogue: Undergraduate Programs in Writing with New Graduate Listings and Revised Information on 1975 AWP Graduate Catalogue Listings.

Associated Writing Programs.

Spons Agency-National Endowment for the Arts, Washington, D.C.

Pub Date-78

Note-102p.; For related document, see ED128802

Available from-Associated Writing Programs, Dept. of English, Old Dominion University, Norfolk, Virginia 23508 ($3.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Catalogs, College Students, *Creative Writing, Fiction, Graduate Study, Higher Education, Poetry, *Program Descriptions, Program Guides, Reference Materials, *Technical Writing, Undergraduate Study, Writing Skills

Written for students and advisors of students interested in studying creative writing, this catalog is a compilation of information on colleges and universities that offer courses, workshops, or degrees in creative writing. All of the schools with courses in the traditional creative genres (poetry and fiction, including short fiction) are listed according to three categories: undergraduate programs, graduate programs, and special programs'' programs that pertain to technical or professional writing. Each entry is arranged alphabetically according to institution and includes information on the degree offered, the number of required hours, a brief outline of the program content, and a list of the faculty members involved along with their writing credentials. The catalog also contains an introductory essay on the teaching of creative writing by the novelist and teacher, Robert Day, and an index that lists the institutions according to location. (MAI)

ED 158 307 CS 204 291

Hoyt, James L.

Cameras in the Courtroom: From Hauptmann to Wisconsin.

Pub Date-Aug 78
Note-22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Audiovisual Communication, *Broadcast Television, *Court Litigation, Due Process, Films, Freedom of Speech, Guidelines, Journalism, Justice, *Mass Media, *News Media, Newspapers, News Reporting, *Photography, Political Influences, Political Issues, Supreme Court Litigation
Identifiers-*Wisconsin

After questionable behavior was exhibited by photojournalists at the Bruno Richard Hauptmann trial in 1935, many states adopted a recommendation of the American Bar Association (Canon 35) and totally banned film and electronic coverage of courtroom proceedings. The ban of media became almost complete in this country after the Supreme Court overturned the guilty verdict of Billie Sol Estes in Texas in 1965 because of television coverage of this trial. However, as a result of intensive media lobbying, states such as Washington, Alabama, Florida, Georgia, and Wisconsin now have some type of policy permitting media access to the courtroom. The guidelines released by the Wisconsin Supreme Court in March 1978 to govern a one-year experimental period empowered the media in each district to designate a media coordinator to work with the judges, established a committee to monitor and assess the experiment, rigidly restricted the amount of video equipment allowed in the courtroom, and authorized the presiding judge to decide the rules for media behavior in the courtroom. A possible change in the earlier decision of the American Bar Association is indicated by the cautious testing of media coverage in other states. (MAI)

ED 158 329 CS 204 328

Wilhoit, G. Cleveland Weaver, David H.

U.S. Senatorial News Coverage from 1953 to 1975: A Study of the 83rd, 89th, 91st and 93rd Congresses.

Pub Date-Aug 78

Note-35p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Legislators, Media Research, *News Media, *News Reporting, Organizational Communication, Political Influences, *Political Power, Politics, Press Opinion, Propaganda, *Publicize, *Public Opinion, Public Relations

Senators of the Eighty-third Congress were studied to ascertain what factors were most highly correlated with press coverage for each individual senator. This information was then correlated with an earlier study of the Eighty-ninth, Ninety-first, and Ninety-third Congresses to see what differences might exist which could indicate the development of a new breed'' of publicity-minded senators commanding a power base through national constituencies created by media coverage. Few differences were found between the earlier study of the more recent Congresses and the study of the Eighty-third Congress. While senators with a high institutional opportunity (a combination of seniority, prestigious committee leadership assignments, and state size) have an advantage over less powerful colleagues which shows up more in the Eighty-third Congress than in the later ones, nevertheless, senate activity (measured by number of Congressional Record entries and bills and resolutions sponsored) is a more powerful predictor of press coverage than institutional opportunity in all four Congresses. Senators with power bases created in part by media coverage are not a recent phenomenon and are at least as evident in the Eighty-third Congress as in the Ninety-third Congress. (TJ)

ED 158 350 CS 502 211

Speech Communication and Communication Processes: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' March through June 1977 (Vol. 37 Nos. 9 through 12). Part Two.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-78
Note-14p.; For related document, see CS502210
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Annotated Bibliographies, Assertiveness, Bibliotherapy, Black Institutions, Business Communication, Child Language, *Communication (Thought Transfer), Competition, Conformity, Content Analysis, Counseling, Dialects, *Doctoral Theses, Elementary Secondary Education, Group Discussion, Higher Education, Interaction Process Analysis, Interior Design, *Language Usage, *Organizational Communication, Performance Factors, Sex (Characteristics), *Speech Communication, Speech Compression, Speech Education, Standard Spoken Usage
Identifiers-*Communication Research, Iowa

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 18 titles deal with a variety of topics, including the following: some effects of nonstandard English in counseling; the status of speech instruction in Iowa high schools; communications analyses of a university and a public utility company; the relative efficacy of bibliotherapy and assertion training in learning assertiveness; male/female dominance in communication; disputed authorship of the Liberty or Death'' speech; the effect of two strategies on students' learning of standard language; the influence of room design on small group communication; the effects of rates of speech compression on student learning; antecedents of individual differences in students' social-cognitive and communicative performance; the effect of stereotyping, dialectical similarity, and issue relevance on interpersonal perception; the relationship between conformity and verbal behavior; error acceptability in written business communication; the development of conversational rules in children; the effect of communication messages upon the building of trust between sexes; and language standards and communicative style in the black church. (GW)

Hawkins, Lena And Others

Kentucky Consumer & Homemaking Education. Housing. Curriculum Guide, Semester Course.

Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.; Louisville Univ., Ky. Dept. of Home Economics.

Pub Date- 72

Note-119p.; Not available in hard copy due to reproducibility problems. For related documents see CE 017 459-460 and CE 017 496-505

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Career Education, Curriculum Guides, Economic Factors, Employment Opportunities, Equipment, Equipment Maintenance, *Family Environment, Family Influence, Federal Aid, Financial Support, Finishing, *Furniture, Furniture Arrangement, Geographic Location, *Home Furnishings, *House Plan, *Housing, Instructional Materials, *Interior Design, Landscaping, Performance Based Education, Purchasing, Repair, Senior High Schools

Identifiers-Bathroom Design, Kentucky

Intended for use by teachers at the high school level, this curriculum guide, which is one in a series of guides for consumer and homemaking education in Kentucky, outlines a semester special interest course on the subject of housing. The two units, comprehensive I and II, which are prerequisites for this course are found in a separate guide (CE 017 504). Covering many of the same topics in depth, this curriculum focuses on the following concepts: (1) influences affecting the choice of family housing, such as economics, geographical location, governmental financing, and types of housing available; (2) floor plans; (3) interior design; (4) home furnishings; (5) furniture, furniture refinishing, bathroom design, appliances, and lighting; (6) home ownership, its selection, financing, building, and landscaping; (7) home and equipment maintenance and repairs; and (8) career opportunities in housing-related occupations. Behavioral objectives are stated in terms of student competencies, and the specific teaching strategies are accompanied by references to outside resources and supporting generalizations. A list of resources is gathered together at the end, including books, periodicals, pamphlets, community resources, and filmstrips. (ELG)

ED 158 095 CE 017 573

Varney, Beverly And Others
Multiple Learning Strategies Project. Medical Assistant. Visually Impaired. Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Dec 77
Grant-G007603808
Note-200p.; Not available in hard copy due to reproducibility problems; For related documents see CE 017 554-583
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Health Occupations Education, *Learning Activities, Learning Modules, *Medical Assistants, Special Education, Visually Handicapped, *Vocational Education, Young Adults

This instructional package, one of two designed for visually impaired students, focuses on the vocational area of medical assistant. Contained in this document are twelve learning modules organized into five units: language; receptioning; asepsis; supplies and equipment maintenance; and diagnostic tests. Each module, printed in block type, includes these elements: a performance objective page telling what will be learned, what materials will be needed, and how the student will be evaluated; information and job step pages which provide information needed to perform the activity; and detail job steps necessary to do the task. Illustrations are designed for the visually impaired. This document and CE 017 574 are one of two sets of learning modules on medical assistant written in formats designed for visually impaired and regular vocational students. The modules are part of a total set which includes over 1,300 modules written in a variety of formats on building maintenance, dietetic assistant, small engine repair, medical assistant, and graphics. (JH)

ED 158 461 EC 111 835

Potter, Loretta

Advocacy: Issues for Disabled in Higher Education.

Pub Date-Jun 78

Note-9p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Child Advocacy, *Handicapped Children, *Higher Education, *Role Perception

The paper explores the dual role of the advocate for physically disabled students in higher education. Considered is the advocates responsibility in helping the student deal with five principal groups: peers, professors, administrators, family, and the community. The dual mission of advocates is seen to include acting as the one who argues on the student's behalf and assisting the student to be his own advocate. (Author/SBH)

ED 158 525 EC 111 926

Neukater, Heinz
Teaching Self-Control in Mathematics to Behavior Disturbed Minimally Brain Damaged Children.
Pub Date-Jun 78
Note-9p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Behavior, *Behavior Change, Conference Reports, Elementary Education, Exceptional Child Research, Learning Disabilities, *Minimally Brain Injured, *Self Control

Six children (mean age 10 years) with minimal brain dysfunction learned to regulate their behavior for themselves and showed less disturbed behavior, increased on-task behavior and better mathematics performance under conditions of self control. (CL)

Cobb, Sidney
Social Support and Health Through the Life Cycle.
Pub Date-13 Feb 78
Note-17p.; Paper presented at the Annual Meeting of the American Association for the Advancement of Science (Washington, D.C., February, 1978); Not available in hard copy due to marginal legibility
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Adjustment (to Environment), Emotional Adjustment, Friendship, *Health, *Helping Relationship, Human Development, *Networks, Quality of Life, *Social Systems, State of the Art Reviews, *Stress Variables

Social support is defined, and its place in the broader scheme of support systems is delineated. The literature relating this concept to various aspects of health is summarized, and a possible theoretical explanation for the way in which social support acts to promote the health of individuals is proffered. Social support, defined as the sum of emotional support, esteem support and network support, has beneficial effects on a wide variety of health variables throughout the life cycle from conception to just before death, and on the bereaved who are left behind. Social support facilitates stress reduction by improving the fit between the person and the environment. Training in supportive behavior should be built into the routines of homes and schools, and support worker roles should be institutionalized. (Author/RF)

ED 158 263 CS 004 327

Weaver, Phyllis A. Henry, Dorothy

A Comparison of Good and Poor Readers on the Quantity and Quality of Errors on a Cloze Comprehension Test.

Pub Date-May 78
Note-18p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Cloze Procedure, Comparative Analysis, Context Clues, Grade 3, Primary Education, *Reading Ability, *Reading Achievement, *Reading Comprehension, *Reading Difficulty, *Reading Research, Sentence Structure, *Syntax

To determine if there are qualitative as well as quantitative differences in the syntactic errors committed by good and poor readers, two studies were conducted. In the first, 31 third graders, grouped as either good or poor readers according to reading grade equivalent scores, completed a 300 word cloze passage. The results suggested that poor readers do make more errors that violate the grammatical structure of the sentences in which they occur than do good readers. Further, poor readers seem to be less sensitive to syntax and are less able to use syntactic information to predict words in sentences than are good readers. To discover whether these findings were due to reading level differences or to the particular cloze passage chosen, a second study was undertaken. In this study, a second passage was completed by the same two groups and by a third group of very poor readers. Again the results indicated that poor readers make errors that differ in both quality and quantity from those committed by good readers. More research is needed on the nature of these syntactic differences and on how good and poor readers of varying ages and socioeconomic status differ. (FL)

ED 158 371 EA 010 769

ESEA Title IV-C in Kansas. Innovations in Education.

Kansas State Dept. of Education, Topeka.
Pub Date-78
Note-30p.; Not available in paper copy due to the extensive number of photographs in the document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Demonstration Projects, Educational Innovation, Elementary Secondary Education, *State Programs
Identifiers-*Elementary Secondary Education Act Title IV C, Kansas

Title IV-C of the Elementary and Secondary Education Act calls for maintenance of a state innovative-exemplary program'' to work with local education agencies in the development and dissemination of new educational projects. To date, over 126 Kansas districts have been involved in this program. This booklet discusses a number of innovative exemplary programs throughout Kansas, including PACE (personal and career exploration), SCORE (curriculum and classroom approaches for low achievers), ESED (education for the severely emotionally disturbed and autistic child), Project Master (computer-assisted instruction aimed at sharpening math and grammar skills), PIC (Piaget's theories in the classroom), SPICE (sequential planning for instruction of career education), the Wichita Energy Center (a central location for energy information, energy-oriented curriculum development, and energy inservice education), COST (consumer economics), SPARC (seniors and parents as resources in the classroom), IMPAC (identification of gifted children), Project Product (teacher assessment of student needs and student assessment of their own performance), Project Max (a competency-based education program), the Primary Gifted Program (special education services for gifted children), and KEDDS (facilitation of change and resources for local school districts). (Author/JM)

ED 158 436 EA 010 867

Utz, Robert T. Glick, I. David

The Collection, Analysis, and Use of Needs Assessment Data for the Determination of Educational Priorities.

Pub Date-Jun 78

Note-20p.; Appendix may not reproduce clearly

Available from-Dr. Robert T. Utz, College of Education, University of Toledo, Toledo, Ohio 43606 (single copy free)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Data Analysis, Elementary Secondary Education, Models, *Needs Assessment, Questionnaires, Surveys

Identifiers-Likert Type Scales

To be useful, educational needs assessment data must be properly collected, analyzed, and prioritized. Educators must ask parents, citizens, school staff, and students about their views of school needs. Likert-type instruments can be used to collect data that can be easily tabulated to determine highest priority needs. Typical forms (presented in the appendix) may cover general educational needs or specific subject areas, may require the respondent to prioritize needs, or may be simplified for elementary students. Educators will gather more responses from parents and citizens if the instruments are mailed near the end of the week, are short, include return envelopes, and guarantee that respondents will be informed of survey results. After data is collected, indexing formulas (included in the appendix) can be used to interpret and analyze the data. After highest priority needs are identified, these in turn must be ordered in terms of importance. Several models (contained in the appendix) for selecting highest priority needs through assessment committees and feasibility groups are possible. Some of these models stress help from lay persons, while others use more professional educators. After educators have responded to needs assessments, school boards should assess the legitimacy and seriousness of their efforts. (Author/JM)

ED 158 002 CE 017 028

Richardson, Lee And Others

Consumer Education: A Position on the State of the Art.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Office of Consumers' Education.
Pub Date- 15 Aug 77
Contract-P00760400
Note-63p.; Some pages in this document may not reproduce well due to broken type
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Business Responsibility, College Curriculum, Consumer Economics, *Consumer Education, Consumer Protection, Consumer Science, Decision Making, Educational Legislation, Historical Reviews, Marketing, *State of the Art Reviews

Including the introduction, this document is a collection of seven short papers that discuss facets of consumer education (CE). The Introduction defines CE and lists five assumptions used throughout the report (e.g., CE is generally understood, but not precisely defined enough for the people implementing it to have a uniform understanding; schools or media are not integral to CE, but can be involved). The Introduction concludes that the state-of-the-art in CE is severely disappointing. Paper 2 discusses the potential effect of CE. Listed are ten short (two-to-five-line) examples called actions,'' which describe a particular consumer behavior (e.g., buying unbranded aspirin and saving 75%); following each action are brief discussions of that action's implication for (1) the marketplace, (2) consumer welfare, and (3) consumer behavior and values. The third paper lists eleven major roadblocks to CE (e.g., national consumer advocate organizations having not mounted a significant campaign or effort to create or implement a federal consumer education program). Paper 4, Perspectives on the Content of Career Education, notes that CE is partial preparation for and guidance in the art of living and offers an analysis of educational fields that most directly influence CE. Paper 5 gives a brief history of CE and lists major developments in two time periods 1920-1950 and 1965-1975. The latter is listed year by year. The sixth paper (the most extensive of the seven) surveys institutional roles and potentials and makes recommendations. The last paper briefly identifies future alternatives for the development of CE. (VB)

ED 158 198 CG 012 793

Tesiny, Diane J. And Others
Basic Adult Services: A Model Curriculum.
State Univ. of New York, Albany. School of Social Welfare.
Spons Agency-New York State Dept. of Social Services, Albany.
Pub Date-78
Note-453p.
EDRS Price MF-$0.83 HC-$24.77 Plus Postage.
Descriptors-Adult Education, Adult Educators, *Age, Caseworkers, *Counselor Training, Curriculum Guides, *Educational Gerontology, Instructional Materials, *Older Adults, *Professional Continuing Education, Professional Training, *Staff Improvement

This curriculum guide and training manual has been developed for social services personnel working with older adults. This curriculum provides content material in the basic concepts of gerontology and service delivery and attempts to generate self-awareness of attitudes toward the aged and the aging process. The manual contains training modules in the areas of social gerontology, the aging process, interviewing and communicating with older clients, caseload management, legislation affecting the older adult, protective services, institutionalization, and grief. Each module consists of training goals, objectives, sample lectures, outlines, annotated bibliographies, and instructional strategies and resources. (Author/RF)

ED 158 416 EA 010 844

Lee, A. James Weisbrod, Burton A.

Public Interest Law Activity and the Litigation of School Finance: An Appraisal of the Equity and Efficiency Consequences. Reprint Series, 253.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Pub Date-76

Note-15p.; Not available in paper copy due to small print of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Court Litigation, Educational Finance, Elementary Secondary Education, *Finance Reform, Resource Allocations

Identifiers-*Public Interest Law, *Serrano v Priest

This paper is a case study of public interest law (PIL) activity in the litigation of traditional school finance mechanisms. It is part of a much larger effort to evaluate the social and economic consequences of PIL activity and to learn whether this recent institutional innovation is a useful supplement to government in correcting allocative-efficiency and distributive-equity failures of the private sector. After a brief introduction, the authors discuss the nature of potential market failures in education and the rationale for PIL intervention. In the main part of the paper, the authors focus on the school finance reform movement, the Serrano family of litigation, to determine the effect it has had not merely in the courtroom but in the actual reshaping of public policy toward school finance. This litigation illustrates both the strengths and weaknesses of litigation as an instrument for change in educational finance. Whereas the PIL efforts seem to have precipitated major school finance reform, there is at least some evidence that such developments were forthcoming anyway although perhaps not quite so quickly. School finance litigation has, however, had a noteworthy direct and indirect effect in at least a few states. (Author/IRT)

ED 158 494 EC 111 895

Holowinsky, Ivan Z.
Qualitative Assessment of Cognitive Skills.
Pub Date-Jun 78
Note-16p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Cognitive Development, Criterion Referenced Tests, *Evaluation Methods, *Handicapped Children, Literature Reviews

The paper describes the emergence of the variety of modified approaches toward the assessment of cognitive skills. A change in emphasis away from norm-referenced assessment toward criterion-referenced assessment is noted. For such approaches as emphasis on the process rather than the product, intense detailed behavioral observations, and assessment of individual gains, a generic term qualitative'' assessment is suggested to distinguish it from quantative'' assessment. (Author/SBH)

ED 158 601 FL 009 712

Brown, Gillian

The Functions of Intonation.

Jyvaskyla Univ. (Finland). Language Center.
Pub Date-78
Note-14p.; Best copy available
Journal Cit-Language Center News; n1 p99-109 1978
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Expressive Language, *Intonation, Language Patterns, *Paralinguistics, *Phonology, Pragmatics, Semantics, *Speech Communication, *Stress (Phonology), *Suprasegmentals, Verbal Ability, Verbal Communication

Intonation refers to the rise and fall of the pitch contour within a given tone group as distinguished from paralinguistic vocal features which refer to aspects like placement of contour in the pitch range of an individual, pitch span, loudness/softness, and features of voice quality. Intonation and paralinguistic vocal features perform at least six functions in spoken language. A controversial function frequently attributed to intonation is that of the question function, which is discussed in relation to the rising tone. The effect of intonation on commands is discussed in an attempt to define the question function and it is proven that in spite of the intonation, paralinguistic and sentential changes, the utterance will still have the force of a command. The deduction is that it is the constitutive conditions which determine the function of the utterance in a command. Applying this to questions, it is true that intonation, together with other paralinguistic features, can modify the force of an utterance to some extent, but it is the paralinguistic features which perform the most effective modification. Rising intonation is taken out of its traditional association with questions and put into association with the category of turn-taking mechanisms to emphasize that intonation has no power to change speech function. (NCR)

Bilingual Human Services Educational Consortium. Final Report.

Maine Univ., Orono. Bangor Community Coll.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-30 Jun 78
Note-97p.; For a related document see CE 017 480 ; Parts may be marginally legible
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Adult Vocational Education, *Bilingual Education, *Bilingual Students, Certification, Community Services, Consortia, Cross Cultural Training, Curriculum Design, English (Second Language), *Human Services, Occupational Mobility, *Older Adults, Post Secondary Education, Program Content, Program Improvement, Service Occupations, State Universities, Underemployed, Unemployed, *Vocational Education, Vocational Followup
Identifiers-*Franco Americans

This report presents results of the third year of a project designed to enhance employability and career mobility of limited English speaking Franco-American adults in jobs providing services for the elderly. The first section states project objectives of the college-level, credit-bearing program conducted at five university campuses: (1) to expand the bilingual certificate gerontology program; (2 and 3) to provide bilingual vocational education for Maine's high Franco-American populations and 100 unemployed and underemployed adults; and (4) to encourage the consortium between the University of Maine system and community agencies in meeting the above objectives. Section 2 includes reports from five University of Maine project sites (Fort Kent/St. John Valley, Lewiston-Auburn, Augusta-Waterville, Presque Isle-Caribou, and Biddleford/York County) which contain information on recruitment, orientation, student profile, faculty, curriculum, student and university support services, community involvement, personal assessment, and conclusions. In the third section, conclusions and recommendations are reported based on the project results and follow-up data from the nearly 200 program graduates. (Of the initial 1975 graduates, approximately 40% are employed in human services. Follow-up of 1977 graduates indicates nearly 40% are enrolled in formal educational programs.) In the final section, eleven appendices include information on sites, students, courses, etc. (See related document CE 017 480, a third-year, third-party evaluation report.) (CSS)

ED 158 075 CE 017 550

Local Advisory Committee Handbook: Vocational Education.
Indiana Advisory Council on Vocational Education, Indianapolis.
Pub Date-76
Note-25p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Administrator Guides, *Advisory Committees, *Board of Education Policy, *Community Involvement, Community Role, Cooperative Planning, Educational Policy, *Responsibility, School Industry Relationship, *Vocational Education
Identifiers-Indiana

This handbook was prepared to assist local education administrators and teachers in establishing and maintaining local vocational education advisory committees, and helping the committee members to identify their roles and functions. This booklet begins with a definition of an advisory committee and then presents the policies of the Indiana State Board of Vocational Technical Education governing local advisory committees. Next, it covers the responsibilities and activities of the Indiana State Advisory Council for Vocational Education. Finally, it presents a suggested guide for local advisory committees (including definition, function, membership, and operation), and suggested functions for local advisory committees. The appendix includes an authorization form for the establishment of a local citizen's vocational advisory committee; samples of letters, agenda for meetings, advisory committee constitution and purposes, membership, and certificate of services; and a list of resources for information. (EM)

ED 158 221 CS 004 196

Cornelius, Paula Lee

Reading Management Systems: Solution or Problem?

Pub Date-Nov 77

Note-12p.; Paper presented at the Annual Meeting of the California Reading Association of the International Reading Association (11th, Anaheim, California, November 2-5, 1977)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Criterion Referenced Tests, Elementary Education, *Individualized Reading, *Management Systems, Mastery Tests, Measurement Techniques, *Reading Instruction, *Reading Skills

The basic goal of a reading mangement system (RMS) is to individualize instruction. While few reading specialists would disagree with this goal, there is much disagreement on the question of whether such a system creates more problems than it solves. Among the advantages of an RMS cited by its proponents are: it provides a means of assessing students' needs in reading; it provides a system of organization for teaching reading skills; it uses criterion-referenced tests which help teachers make decisions concerning appropriate activities for each student; and it is helpful in reporting information to parents. Among the disadvantages of RMS cited by opponents are: the shortcomings of the criterion-referenced tests; the lack of sufficient flexibility for students and teachers using the systems; and the failure of most systems to give sufficient instructions on how to incorporate the skills profiles into the everyday life of the school. The disadvantages of an RMS can be overcome if educators carefully evaluate all available systems before choosing one and incorporate the system into the reading program rather than substitute it as the entire reading program. (FL)

ED 158 393 EA 010 802

Hess, Fritz And Others

Organization of Schools: An Overview of Alternative Grade Level Arrangements.

Pub Date-78

Note-29p.; Chapter 2 of Issues in Education: A Documented Look at Seven Current Topics'' (EA 010 800); For related documents, see EA 010 800-807

Available from-Not available separately see EA 010 800

Document Not Available from EDRS.

Descriptors-Age Grade Placement, Educational History, Elementary Secondary Education, *Grade Organization, *Instructional Program Divisions, Intermediate Grades, Junior Colleges, Literature Reviews, Primary Grades, Secondary Grades

This document explores the grouping of grades in elementary and secondary schools, examining the historical reasons for the development of grade clusters, from the appearance of the Prussian system in the nineteenth century to the impact of declining enrollment today. The influence of changing attitudes toward child development on the restructuring of grade groupings is weighed. The incorporation of junior colleges into the public school system is touched on as a possible future development. (Author/PGD)

ED 158 462 EC 111 836

Bissell, Norman E.

Parents and Families: A Normalized Approach.

Pub Date-Jun 78
Note-12p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Elementary Secondary Education, *Handicapped Children, *Parent Teacher Cooperation, *Special Education Teachers, Teamwork

The author recommends that special educators reject an analytical view of parents and explore strategies for equal status teamwork. Suggestions for normalizing the special educator's relationship with parents are included. (Author/SBH)

ED 158 526 EC 111 927

de Noronha, Mario

Operant Conditioning and Education.

Pub Date-Jun 78

Note-11p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Behavior Change, *Behavior Problems, Case Studies, *Learning Disabilities, *Operant Conditioning

A case study of a learning disabled 8-year-old with behavior disturbancs is presented to highlight the use of operant conditioning in cutting down educational costs and easing the teacher's class management problems. (CL)

Shulman, Jill Decker, Nan
New Developments in Captioned Television for Hearing-Impaired Children.
WGBH-TV, Boston, Mass.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C. Office of Telecommunications.
Pub Date-78
Note-12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Aurally Handicapped, *Captions, *Child Language, *Deaf Children, Deaf Education, Deep Structure, Language Ability, *Language Development, Language Handicapped, Linguistics, Programing (Broadcast), Psycholinguistics, Reading Ability, *Reading Development, Reading Processes, Reading Skills, Semantics, Speech Handicapped, Structural Analysis, Surface Structure, Syntax, *Television, Television Viewing, Transformation Theory (Language), Vocabulary, Writing, Written Language
Identifiers-Inference

Television is of limited value to hearing-impaired children, who cannot benefit from the soundtrack. Traditional caption writing techniques, which involve editing of the audio track, have been based primarily on the captioner's empirical knowledge and intuition and aim the captions at a presumed average language and reading ability of the target audience. These methods are inadequate to meet the needs of hearing-impaired students effectively, most of whom have delayed reading skills and deviant decoding strategies. In response to the need for a more effective, theoretically based, easily replicable system of caption writing for children, the Multilevel Linguistic Captioning Project at The Caption Center, WGBH-TV, Boston, has developed a linguistically based method of caption writing. This project has standardized procedures by analyzing three primary elements of language: syntax, semantics and inference. This process of language analysis has been organized into a hierarchical order at three levels of complexity. Twenty-one captioned children's television programs have been developed and are available for rental, along with an instructional manual. (AMH)

Protective and Related Service Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.-Bull-1955-11
Pub Date-78
Note-24p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Correctional Rehabilitation, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Fire Fighters, Food and Drug Inspectors, *Government Employees, Health Personnel, Information Sources, Job Skills, Job Training, *Occupational Information, Occupational Mobility, Parole Officers, Police, Promotion (Occupational), Public Service Occupations, Safety, Salaries, *Security Personnel, State Police, Wages, Work Environment

Focusing on protective and related service occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include correction officers, firefighters, guards, police officers, state police officers, construction inspectors (government), health and regulatory inspectors (government), and occupational safety and health workers. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 133 CE 017 783

Health Occupations. Medical Technologists, Technicians, and Assistants; Dispensing Opticians; Ophthalmic Laboratory Technicians; Medical Record Personnel. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.-Bull-1955-29
Pub Date-78
Note-25p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Administrative Personnel, Emergency Squad Personnel, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, *Health Occupations, *Health Personnel, Hospital Personnel, Information Sources, Inhalation Therapists, Job Skills, Job Training, Medical Laboratory Assistants, Medical Record Librarians, Medical Record Technicians, Medical Technologists, *Occupational Information, Occupational Mobility, Ophthalmology, Paraprofessional Personnel, Promotion (Occupational), Radiologic Technologists, Salaries, Surgical Technicians, Wages, Work Environment

Focusing on health occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include dispensing opticians, electrocardiograph technicians, electroencephalographic technologists/technicians, emergency medical technicians, medical laboratory workers, medical record administrators, medical record technicians/clerks, operating room technicians, ophthalmic laboratory technicians, optometric assistants, radiologic (X-Ray) technologists, and respiratory therapy workers. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 151 CG 012 604

Horan, John J. And Others

Coping With Pain: Studies in Stress Inoculation.

Pub Date-78
Note-33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, CANADA, March, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Adjustment (to Environment), Laboratory Experiments, *Physical Health, *Physiology, Psychological Patterns, *Skill Development, *Stimulus Behavior, Stress Variables, *Training Techniques
Identifiers-*Pain

The stress-inoculation paradigm for helping clients deal with pain consists of education about the psychological dimensions of pain, training in a number of coping skills relevant to each dimension, and practice in applying these skills to the noxious stimulus. Presented are two studies, the first of which represents a component analysis of stress inoculation, and the second, an enhancement of the generalization potential of the paradigm and an exploration of the effect of procedural variations in the exposure component. Additional studies, currently in progress, are also described. (Author/CKJ)

ED 158 242 CS 004 285

James, Bobby M.

Suggestopedia: A Teaching Strategy for the Severely Disabled Reader.

Pub Date- 76
Note-23p.; Study prepared at South Plains College
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Class Activities, Classroom Environment, Elementary Education, *Grammar, Higher Education, Memory, Music Therapy, *Progressive Relaxation, *Reading Instruction, *Remedial Instruction, Self Concept, *Teaching Techniques, *Therapeutic Environment
Identifiers-*Suggestopedia

The use of suggestopedia a technique combining memory expansion and relaxation as a teaching technique for disabled readers is examined in this paper. The paper first describes the origin of suggestopedia as a therapeutic technique in Bulgaria; it then describes some components of suggestopedia: the creation of physical relaxation, the use of suggestion, the building of student self-confidence, and the use of music. It then tells how suggestopedia was used in an elementary reading program with encouraging results and discusses the organization and results of a grammar course for Air Force personnel in which the suggestopedic method was used. Tables of results are presented to show that results were encouraging although not significant. Finally, the paper discusses the application of suggestopedia in a college reading skills class with English speaking students and students for whom English is a second language. The class organization is described to show the use of relaxation tape recordings'' followed by oral reading by the instructor accompanied by silent reading and then visualization of the story by students. The paper concludes that suggestopedia could, and in some cases has, become an important teaching strategy. (GW)

ED 158 286 CS 204 269

Introductory Handbook: Resource Guides for the Teaching of Canadian Literature.

Writers' Development Trust, Toronto (Ontario).
Pub Date- 75
Note-24p.; Prepared for the Teachers and Writers Education Project
Available from-The Teachers & Writers Education Project, 86 Bloor Street West, Suite 514, Toronto M5S 1M5, Ontario, Canada ($2.00 paper)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Canadian Literature, *Educational Resources, Elementary Secondary Education, *Instructional Materials, *Literature Guides, Teaching Guides, Teaching Methods, Thematic Approach

To assist Canadian educational administrators and librarians on all levels, a project was organized to develop professional, flexible resource guides for the study of Canadian literature. This booklet, an introduction to the Resource Guides for the Teaching of Canadian Literature,'' contains the rationale for the project, a brief overview of the materials, and a synopsis for each of the ten guides. Adaptable in function, and intended to suggest methods of organizing materials, the guides are entitled as follows: The North/Native Peoples; Coming of Age in Canada; The Immigrant Experience; New Land/New Language; Action/Adventure; Family Relationships; Quebec Literature in Translation; Images of Biculturalism; Social Realism; and Women in Canadian Literature. (MAI)

ED 158 308 CS 204 292

Whitehead, Stan

Help Is On the Way...Awareness Materials, TAB Region V.

Capla Associates, Inc., Rochelle Park, N.J.

Spons Agency-Far West Lab. for Educational Research and Development, San Francisco, Calif.

Pub Date- 78

Note-10p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Editing, Guides, *Information Dissemination, *Layout (Publications), *Printing, *Publications, Publishing Industry

Identifiers-National Diffusion Network

This handbook offers guidance to a person with written material to be reproduced and prepared for mailing. It provides tips on the preparation of copy for the printer, proofreading suggestions, preliminary ideas for design and format, hints for selecting paper and type style, information on printing and binding, and suggestions for mailing. (TJ)

ED 158 495 EC 111 896

Ogamo, Hideo
Special Education in Japan.
Pub Date-Jun 78
Note-18p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978); Print in tables runs vertically on microfiche to avoid overlapping in frames
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Comparative Education, Elementary Secondary Education, *Foreign Countries, *Handicapped Children, Historical Reviews, *Program Descriptions, Special Education, Statistical Data
Identifiers-*Japan

The paper describes special education programs (both in special schools and in special classes within ordinary schools) for handicapped children in Japan. Sections cover the following topics: the history of Japanese special education, system of special education, present status of special education, teacher training, and future plans and trends. Additional information is provided in table form for such areas as the number of special schools and teachers, educational placement of handicapped children, and transition of number of students attending special schools. (SBH)

ED 158 558 FL 009 450

Arce, Aaron Sosa, Xavier

Parent Interview ESAA Bilingual/Bicultural Project, Formative Report No. 6.

Austin Independent School District, Tex. Office of Research and Evaluation.

Pub Date-74

Note-28p.; For related documents, see FL 009 447-452

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Bilingual Education, Educational Assessment, Elementary Education, Formative Evaluation, *Interviews, Language Instruction, Language Programs, *Parent Attitudes, *Parent Participation, Parents, *Parent School Relationship, Parent Student Relationship, Parent Teacher Cooperation, *Program Evaluation, Questionnaires, Second Language Learning, Spanish Speaking, Statistical Data

A summary report is presented of the first of two interviews with a random sample of parents of kindergarten and third grade students in the project. Undertaken as part of the evaluation of the Parental Involvement Component of the ESAA Bilingual/Bicultural Project, the interviews had a twofold objective: (1) to measure the degree of home support for project students' school activities and learning goals, and (2) to measure the degree of change in this support as a result of project activities. Two conclusions are drawn from an analysis of the results: (1) parents' support and knowledge of the children's school activities is generally satisfactory; and (2) acquaintance with their children's principal and teacher, visiting the school, and dialogue with other parents are areas needing improvement. Most importantly for the ESAA Bilingual/Bicultural Project, 62% had not received communication about the project, and 43% did not feel that they understood bilingual education. The interview form in Spanish and English and an analysis of responses to each item by school and grade level are attached. (Author/AMH)

ED 158 020 CE 017 389

Educational Leave in Member States. Collection Studies. Social Policy Series No. 26.

Commission des Communautes Europeennes (Luxembourg).

Pub Date-Aug 75
Note-407p.; Not available in hard copy because of poor reproducibility
Available from-Office for Official Publications of the European Communities, Boite postale 1003, Luxembourg (Catalogue number: CH-SN-76-026-EN-C, $6.40)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Adult Education, Collective Bargaining, Educational Needs, *Educational Opportunities, Educational Policy, Educational Programs, *Financial Support, *Foreign Countries, International Organizations, Labor Education, Labor Legislation, Labor Unions, *Leave of Absence, Manpower Development, *Off the Job Training, *Personnel Policy, Vocational Education
Identifiers-Belgium, Denmark, Luxembourg, Netherlands, United Kingdom, West Germany

This Commission of the European Communities' report concerns problems associated with the right of workers to receive study leave in member states. The study focuses on Belgium, Federal Republic of Germany, France, Italy, Luxembourg, and the Netherlands. An addendum analyzes the United Kingdom and Denmark. Findings are presented in seven sections. The first section explores the nature, limits, aims, and definition of study leave. Section 2 discusses legal bases and presents a paradoxical finding: where collective bargaining is most established, workers have appealed to legislative powers to solve leave study problems; where negotiation resistance is strongest, workers have attempted to further training rights via collective agreements. In section 3 types of training courses (their reason for being, aims, content, and duration) are discussed. In section 4 training certificates and training programs are touched on, and in section 5 control of training establishments is examined. In section 6 it is concluded that training leave and remuneration rights may be difficult for employees to obtain, but in section 7 it is noted that prospects for gaining wider acceptance of study leaves are improving. Following the addendum, each country's educational leave concepts and practices are examined at length. (CSS)

ED 158 096 CE 017 574

Varney, Beverly And Others
Multiple Learning Strategies Project. Medical Assistant. Visually Impaired. Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Mar 77
Grant-G007603808
Note-466p.; Not available in hard copy due to reproducibility problems. For related documents see CE 017 554-583
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Health Occupations Education, *Learning Activities, Learning Modules, *Medical Assistanis, Special Education, *Visually Handicapped, *Vocational Education, Young Adults

This instructional package, one of two designed for visually impaired students, focuses on the vocational area of medical assistant. Contained in this document are thirty-five learning modules organized into nine units: telephoning; medications and treatments; review for competency; third-party billing; skill building; bookkeeping; interpersonal relationships; medical office first aid; and banking. Each module, printed in block type, includes these elements: a performance objective page telling what will be learned, what materials will be needed, and how the student will be evaluated; information and job step pages provide information needed to perform the activity and detail steps necessary to do the task. Illustrations are designed for the visually impaired. (This document and CE 017 573 are one of two sets of learning modules on medical assistant written in formats designed for visually impaired and regular vocational students. These modules are part of a total set which includes over 1,300 modules written in a variety of formats on building maintenance, dietetic assistant, small engine repair, medical assistant, and graphics.) (JH)

ED 158 175 CG 012 743

Wessell, Tyrus R. And Others

Doing for Retention: Student Affairs and Academic Affairs Cooperation.

Pub Date-2 Apr 78
Note-26p.; Paper presented at the National Association of Student Personnel Administrators (April 2, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Admissions Counselors, *College Environment, *College Students, *Educational Counseling, Faculty Advisors, Higher Education, Program Descriptions, *School Holding Power, Student Adjustment, *Student College Relationship, Student Needs, Student Personnel Services

In this series of convention papers, the presentors reviewed the phenomenon of retention, summarized what is known and not known about the causes of attrition on the college campus, traced the efforts of the Grand Valley State Colleges' Retention Committee and the colleges, reviewed the colleges' research information, and presented the all-college Retention Plan. Efforts to improve the campus environment, streamline administrative procedures, improve advising systems, and implement an innovative New-Student Orientation Program are reviewed. (Author)

ED 158 330 CS 204 332

Krugman, Dean M. Barban, Arnold M.

Pay Cable: A Viable Advertising Medium?

Pub Date-Aug 78

Note-12p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)

EDRS Price MF-$0.83 HC-$1.07 Plus Postage.

Descriptors-Broadcast Industry, Broadcast Television, *Cable Television, *Community Antennas, Federal Court Litigation, *Marketing, Mass Media, *Television Commercials

Identifiers-*Advertising, *Pay Cable Television

Cable television, which cannot only clarify local signals to weak signal areas but can also bring in distant signals to areas which have been receiving few signals, has the capacity to present special television programs to customers for extra fees. The number of pay cable subscribers is growing and industry projections are that it will reach 20 million by 1980. A United States Appeals Court recently overthrew a Federal Communications Commission rule which had banned advertising on the pay cable channels. This court ruling opened a large potential market for advertisers. Some factors limiting the attractiveness of pay cable advertising are: (1) although cable television has grown over the years, the disconnect rate is high and this might keep the industry from permitting advertisements since a strong selling point has been no commercial interruptions,'' (2) it is not clear that the industry projection of 20 million users by 1980 is accurate, and (3) there is little current penetration of pay cable in the large urban areas. (TJ)

ED 158 351 CS 502 214

Todd-De-Mancillas, William R.

The Generic Man'': A Review of Literature and Implications for Communication Scholars.

Pub Date-Apr 78

Note-20p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, Illinois, April 25-29, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Change Strategies, Communication (Thought Transfer), Elementary Secondary Education, Females, Higher Education, Job Application, *Language Attitudes, *Language Research, *Language Usage, Males, Research Needs, Sex Differences, *Sex Discrimination, *Sex Fairness, Social Change, Written Language

Six empirical studies have revealed undesirable effects of the use of the generic term man'' and its alternative forms to indicate both males and females. The studies have dealt with the effects of the use of generic terms and of the label Male Interest'' in job advertisements, the question of whether people perceive generic terms in sentences and in chapter titles as referring equally as frequently to women as to men, subjects' reactions to the terms chairman'' and chairperson,'' and subjects' reactions to written materials that use nongenerics instead of the traditional generic constructions. The findings suggest that the use of generics biases cognitions and behaviors in ways that discriminate against women and that nongenerics are not more difficult to comprehend than are generic terms. (The paper provides examples of nonpreferred usages and preferred alternatives, points out needs for future research studies on the use of generics and nongenerics, and urges communication educators to adopt nonsexist behaviors, thereby serving as appropriate role models for their students.) (GW)

ED 158 372 EA 010 770

Trusty, Francis M.

Strategy Development for Managing Selected Educational Conflicts. A Conceptual Report Related to Conflict and Its Management in the Areas of Student-Student, Student-School, and School-Community Relations.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-20 Mar 78
Contract-NIE-P-77-0206
Note-132p.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Conflict Resolution, Elementary Secondary Education, Interviews, Problem Solving, School Community Relationship, Student Behavior, Student School Relationship
Identifiers-*Conflict Management

Managing educational conflict has become increasingly more complex. The purpose of this study was to identify three areas of educational conflict and suggest strategies for managing such conflict. These areas are student-student conflict, student-school conflict, and school-community conflict. Data were collected through interviews with people who have specialized knowledge about conflict. The data did not produce formal conclusions but rather is meant to be the point of departure for focused research efforts. Chapter 1 discusses the role and function of conflict in the larger society and in education. Subsequent chapters each introduce an area of conflict and discuss (1) assumptions related to it, (2) forms of undesirable conflict in that area, (3) sources of and reasons for conflict, (4) suggested strategies for handling conflict, and (5) potential effectiveness of the suggested strategies. Strategies for managing student conflict include such techniques as problem-solving, fact-finding, confrontation, and mediation. Strategies for managing student-school conflict include reeducating faculty and administrators, developing strategies to deal with potential conflicts and modifying educational goals and practices. Managing school-community conflicts involves communication, citizen involvement, public meetings, mediators, judicial proceedings, and, in some cases, force. (Author/JM)

ED 158 463 EC 111 837

de Noronha, Zelia Elisabeth Feliciano
Mothers Involved in Mainstreaming.
Pub Date-Jun 78
Note-10p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Case Studies, Early Childhood Education, Elementary Secondary Education, *Handicapped Children, *Mainstreaming, Mothers, *Parent Role, *Remedial Programs

The paper presents seven cases to support the benefits of mothers acting as co-therapists in the remediation of their child's handicaps from early childhood to the secondary level. It is pointed out that the positive mother-child interactions facilitated successful mainstreaming. (Author/SBH)

ED 158 527 EC 111 928

Gomez, Aminta J. Da Costa

Early Stimulation: A Joint Project Between Parents and Teachers.

Pub Date-Jun 78

Note-9p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978); Print may be faint on some pages due to marginal quality of original

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Early Childhood Education, Foreign Countries, *Handicapped Children, *Program Descriptions, *Stimulation

Identifiers-*Curacao

The coordinator of an early stimulation program for handicapped children in Curacao describes the program in terms of home teaching, use of the Portage Project curriculum, and the importance of parent-professional cooperation. (CL)

ED 158 056 CE 017 512

Instructional Patterns for Maximizing Human Potential. A Curriculum Design for Human Development and Interpersonal Relationships: Kindergarten through Adult Education.

Kern Joint Union High School District, Bakersfield, Calif.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-469p.

Available from-Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802 ($7.00 plus 6% sales tax for California residents)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Adult Education, Child Rearing, Child Welfare, Clothing, *Consumer Education, Curriculum Design, *Curriculum Development, Developmental Stages, Elementary Secondary Education, Family Life, Food, Futures (of Society), Gerontology, *Homemaking Education, Home Management, Housing Needs, *Human Development, *Instructional Materials, *Interpersonal Relationship, Learning Modules, Life Style, Maturation, Nutrition, Parenthood Education, Performance Based Education, Sex Role, Social Change, Stress Variables

Intended for consumer and homemaking education program development in kindergarten through adult education, this curriculum design emphasizes human development and interpersonal relationships. Presented in two sections, the document covers both the curriculum development process and the resulting products. The curriculum addresses five instructional areas: child development and family relations; clothing and textiles; foods and nutrition; housing, equipment, and furnishings; and resources management. Preceding the first section is a sample module unit. In section 1, a process for competency-based curriculum development is described using six steps: assessing needs; designing objectives; selecting content; varying activities and organizational structure; and utilizing objective evaluations. Section 2 contains instructional materials organized under the following broad topics: self and others, tradition and change, independence and interdependence, and present and future. Each topic contains numerous instructional strategies which follow a similar format including objectives, generalizations, activities, evaluation, and resources. (CSS)

ED 158 076 CE 017 554

Danford, Jan

Multiple Learning Strategies Project. Final Report.

Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-31 May 78
Grant-G007603808
Note-446p.; Not available in hard copy due to reproducibility problems; For related documents see CE 017 555-583
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Curriculum Development, Curriculum Evaluation, Educable Mentally Handicapped, *Handicapped Students, *Learning Characteristics, *Learning Modules, Performance Criteria, Retarded Readers, Special Education, Task Analysis, Visually Handicapped, *Vocational Education, Young Adults

This project researched and defined learning profiles for educable mentally impaired, visually impaired, low-reading, and regular vocational students based on the communication skills, attitudes toward self and others, knowledge level, and the cultural and social factors for each group. Through analysis of these profiles, and a consideration of the decoding skills and most effective channels of communication required to elicit appropriate responses, the project defined the learning styles of each group. These styles were matched with each vocational task to determine the most appropriate strategies of communication for each group. The project developed, tested, and produced more than 1,300 instructional modules and audio-visual materials designed to accommodate the different learning styles. The vocational areas included in the modules were small engine repair, graphics, medical assistant, dietetic assistant, and maintenance and engineering. The materials were written without sex bias and to portray women and minorities in non-traditional roles. The project also identified environmental barriers to vocational education for physically handicapped students, and developed a means of analyzing required environmental modifications. Pre-revision and post-revision data from vocational instructors and each student group were accumulated to assess the effectiveness of the learning strategies. The twenty-nine sets of modules are available through ERIC (CE 017 555-583). (Author/JH)

Garwood, S. Gray

Self-Concept and Identified Problem Differences Between Pre- and Postmenarcheal Adolescents.

Pub Date- 78
Note-27p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Adolescents, Blacks, Caucasians, Developmental Stages, *Females, Human Development, *Maturation, *Physical Development, Problems, *Racial Differences, Research Projects, *Self Concept

Differences in the number and types of problems as well as in self-reported self-concept between 232 black and white pre- and postmenarcheal adolescents were examined in this study. The study also examined differences in these variables across four developmental levels of menarcheal status: initial, intermediate, middle, and established. These data were analyzed using a multiple ANOVA technique, and significant differences were found between pre- and postmenarcheal girls and between two racial groups. Postmenarcheal adolescents had more problems but were also higher on self-concept variables. Black females experienced the menarche earlier than white, had different kinds of problems, and described themselves differently on the self-concept measures. These data were interpreted as supporting the view that menarche onset is a positive event for most young females. (Author)

ED 158 222 CS 004 220

Bruce, Bertram
What Makes a Good Story? Reading Education Report No. 5.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 78
Contract-400-76-0116
Note-16p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Beginning Reading, Elementary Education, *Literary Analysis, *Reading Comprehension, *Reading Materials, *Story Reading, *Textual Criticism
Identifiers-*Center for the Study of Reading (Illinois), *Story Grammar

Children learning to read are often exposed to stories'' which are really little more than lists of sentences. A good story has at least continuity and conflict which may be analyzed in two ways: story grammar (analysis of setting and plot) and plans and beliefs (analysis of the plans and beliefs of the characters, including the reader's understanding of the events of the story). Using the story The Fox and the Rooster'' to illustrate these two methods of text analysis, we find that story grammar provides a summary of events but ignores the internal structure of the plans and the beliefs of the characters concerning actions which occur. A plans and beliefs analysis includes an analysis of the reader because individuals have different beliefs and expectations (for example, about foxes, roosters, dogs, and stories). Sometimes the writer's understanding and the reader's understanding are different, and misunderstanding'' of the story results. This appears as a reader comprehension problem but may be a problem of point of view about social roles and behavior as discovered through a plans and beliefs analysis. (TJ)

Olshavsky, Jill Edwards Kletzing, Karen

Prediction: One Strategy for Reading Success.

Pub Date-May 78
Note-12p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-High School Students, *Prediction, *Readability, *Reading Comprehension, Reading Level, Reading Materials, *Reading Research, *Reading Skills, Senior High Schools

To determine whether poor readers can predict as well as good readers when they read easy material and to determine the effect of material difficulty on predictive ability, a study involving 140 tenth and eleventh graders was conducted. The subjects were randomly selected, with 70 good readers chosen from students who scored at stanines 7, 8, or 9 on the Stanford Diagnostic'' Reading Test and 70 poor readers drawn from those who scored at stanines 2, 3, or 4. Each subject read two short stories which had been selected according to length, readability, and writing style. Each story was divided into five sections; multiple choice questions accompanied each section. After every two sections a page was inserted for the subject to write what would occur next. Results showed that good readers have more accurate predictions than poor readers and that readers have more accurate predictions with concrete-style material than with abstract-style material. Further research should investigate the process by which a reader can predict the author's syntax or content. Research should also investigate whether prediction is a necessary process for comprehension. If it is, ways of teaching it should be explored. (FL)

ED 158 309 CS 204 293

Terry, Herbert A.

Television and Terrorism: Professionalism Not Quite the Answer.

Pub Date-Aug 78

Note-70p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978); Survey may not reproduce due to small type

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Administrator Attitudes, Broadcast Industry, *Conflict Resolution, *Crime, Freedom of Speech, Guidelines, *Journalism, *News Reporting, Press Opinion, Questionnaires, Surveys, Technological Advancement, *Television, Violence

Identifiers-Professionalism, *Terrorism

The responsibilities and role of the broadcast media in reporting acts of terrorism are examined in this paper. The paper first discusses such topics as new types of television equipment that permit easy and instantaneous coverage of fast-breaking news; television coverage of two 1977 cases in which persons were held hostage by terrorists; and discussions among broadcast journalists of such issues as whether terrorist strategy should be reported in detail, whether terrorist events should be covered live, and whether reporters should become intermediaries. It then lists CBS and UPI (United Press International) guidelines for coverage of terrorist acts and discusses the issue of the professionalism of journalists, as explored in research studies and in cases involving newspaper employees' right to form bargaining units. The paper also reports results of a survey of television station news directors' attitudes toward and experiences with self-regulatory codes, attitudes toward statements related to the controversy, professionalism and professional autonomy, and probable behavior in terrorist/hostage situations. Finally, suggestions are presented for dealing with the controversial issues. The questionnaire mailed to television news directors, and tables of their responses, are included. (GW)

ED 158 394 EA 010 803

Hess, Fritz

Class Size and Student Achievement.

Pub Date-78

Note-23p.; Chapter 3 of Issues in Education: A Documented Look at Seven Current Topics'' (EA 010 800); For related documents, see EA 010 800-807

Available from-Not available separately see EA 010 800

Document Not Available from EDRS.

Descriptors-Academic Achievement, *Class Size, Cost Effectiveness, Costs, Elementary Secondary Education, Literature Reviews, Student Teacher Ratio, Teaching Load

Studies concerning class size fall into three basic groups. Most of the research has focused on academic achievement and has revealed little correlation between class size and academic success. Research has also been done on institutional factors. While reductions in class size spur innovations in teaching methods, it is not clear whether the relationship is direct, nor is it shown that the innovative techniques themselves lead to any real results in terms of student achievement. A third area of research involves financial considerations. The basic conclusions are that larger classes are less expensive than smaller ones and increases in spending do not produce sizable gains in student performance. (Author/PGD)

ED 158 437 EA 010 868

Walker, Foster N.

The Blindly Practical and the Impractically Ideal: Pitfalls for the Unwary in the Specification of Educational Directions.

Pub Date-Jun 78

Note-40p.; Paper presented at the Canadian School Trustees' Association Congress on Education (1st, Toronto, Ontario, June 17-21, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Decision Making, Educational Objectives, Educational Philosophy, *Educational Planning, Values

The rapidity and complexity of current change create a paradoxical need for educational decision-making that is at the same time rapid and well thought out. A fundamental obstruction to genuinely effective educational planning is a misconceived notion of practicality.'' The essence of the misconception is the belief that change in education should proceed without consideration of overall educational ideals. Such ideals are regarded by some practical decision-makers as vague, impossible to attain, and, sometimes, patently absurd. Yet all decision-making is in fact based on underlying assumptions or ideals, whether conscious or subconscious. Even such down-to-earth objectives as teaching the basics'' rest on ideals and assumptions concerning the ultimate purpose of life. Thus, ideals cannot be omitted from decision-making but are often misunderstood or ignored. Decision-making without consideration of underlying ideals is blindly practical.'' Yet those who fanatically embrace ideals without gaining illumination of specific practice are impractically ideal.'' The more difficult yet best approach to educational decision-making is one of ideal practicality.'' In this approach, ideals are invoked with a clear indication of importance to the quality of life and the aims of schooling. This approach ensures that changes will be far-reaching and of long duration since they relate to fundamental concerns and urgent problems. (Author/JM)

ED 158 602 FL 009 713

Mendelsohn, David

Problems in Testing the Intonation of Advanced Foreign Learners.

Jyvaskyla Univ. (Finland). Language Center.
Pub Date-78
Note-16p.
Journal Cit-Language Center News; n1 p111-123 1978
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*English (Second Language), *Intonation, *Language Instruction, Phonetics, *Second Language Learning, Speech Communication, Speech Skills, Stress (Phonology), Suprasegmentals, Teaching Methods, Test Construction, *Testing, Test Interpretation, *Test Reliability, Test Validity, Verbal Ability

It is argued that knowledge about the testing of intonation in English as a foreign language is inadequate; the major problems are outlined and tentative suggestions are given. The basic problem is that the traditional foreign language teacher's conception of intonation is limited. A three-part definition of intonation is favored, with suggestions on how to assess each of these subsystems. The sections deal with the assessment of the subsystems of tonality, tonicity and tone which together make up intonation. Tonality is defined as the distribution into tone groups the number and location of the tone group boundaries. Tonicity is defined as the placing of the tonic syllable the location in each tone group of the pretonic and tonic sections. Tone is defined as the choice of primary and secondary tone. In the discussion of tone, it is noted that: (1) specific tones do not always accompany specific grammatical forms; (2) there is dialectical and ideolectal variation in tone; (3) there is a mirage effect'' when assessing tone; and (4) tone is not an easily isolated item. The problems of the selection and elicitation of data for assessing intonation are discussed briefly, concluding that free speech with controlled content is the best method. In order to reach a valid and reliable assessment of intonation, more attention must be paid to the importance of the problems involved. (NCR)

ED 158 003 CE 017 128

Winograd, Myra

Creating a Community. A Microcosm that Develops Career Awareness. Career Development Program.

Cleveland Heights - University Heights City School District, Cleveland Heights, Ohio.

Note-45p.; Two pages immediately following page 3 were removed because of copyright; Not available in hard copy due to reproducibility problems

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Banking, *Career Awareness, *Career Exploration, Classroom Materials, *Community, Community Role, Demonstration Projects, *Economic Education, Educational Games, Elementary Education, Government (Administrative Body), Money Management, *Occupational Choice, Role Playing, Taxes

Intended for use by teachers in elementary and junior high schools, this booklet offers ten classroom activities to create a community microcosm which would enable students to develop awareness of career opportunities and of community values and priorities. As a lead-in exercise, lesson 1 suggests two films for the class to view and discuss. Lesson 2 covers the establishment of the community microcosm, while lesson 3 creates a government for it. Career opportunities, lesson 4, constitutes the main topic of the project. Sixteen sample activities to develop career awareness are included, such as writing resumes, researching careers, and playing games naming or picturing occupations. The last six lessons, which are considered optional and may be used separately and/or in any order desired, deal with the following subjects: (1) the community in action, its rules, and the problems that arise; (2) the need for money, which can be substituted for lesson 1 as a lead-in to the project; (3) money and the bank; (4) developing an economic system, which requires occupational choices by the students and an understanding of the need for money; (5) shops and offices, which requires students to provide the goods or services of their chosen field; and (6) banking and taxes. In addition, several simulations in the areas of competition and profit, spending and saving, and the community and its economy are provided to be used in conjunction with or separately from the ten activities. (ELG)

ED 158 152 CG 012 605

Parsons, Jacquelynne E.
The Development of Attributions, Expectancies and Persistence.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-78
Note-37p.; Paper presented at the Annual Meeting of the American Educational Research Association (toronto, Ontario, Canada, March, 1978); and the Annual Convention of the American Psychological Association (San Francisco, California, August 26-30, 1977); Not available in hard copy due to marginal legibility
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Attribution Theory, Behavioral Science Research, Behavior Development, *Children, *Expectation, Learning Motivation, *Performance Factors, *Reaction Time, Response Mode, *Self Esteem

To investigate the attributional processes mediating between outcome and expectancies and persistence, children's expectancies, attributions and response latency were measured. Children, equally divided into three age groups (three-five, six-eight, nine-twelve) were shown figures to match and were provided with experimentally controlled feedback on outcome after every trial. In comparison to younger children, the older two age groups rated their abilities lower, the task as more difficult, and spent longer on the task. In addition, the older children's attributions, response times and expectancies were affected by the outcome while the younger children's were not affected to the same degree. In comparison to high-expectancy children, low-expectancy children in both the failure and success condition spent longer on the task, rated the task as more difficult. The author discusses implications of these results for our understanding of the development of achievement attributions. (Author)

ED 158 417 EA 010 845

Hansen, W. Lee Nelson, F. Howard

The Distributional Efficiency of Benefits for a Student Financing Program with Payment Obligations Contingent Upon Future Income. Reprint Series, 272.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Pub Date-76

Note-21p.; Not available in paper copy due to small print of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Higher Education, Income Contingent Loans, Loan Repayment, Program Descriptions, State Aid, *Student Loan Programs, Tables (Data)

Identifiers-*Wisconsin

The purpose of this paper is to describe the broad outlines of a new student financing program proposed by the state of Wisconsin and to present illustrative data on the distribution of its benefits. The results presented are both preliminary and partial. The paper is divided into four parts. Part 1 discusses the efficiency and equity questions that are at issue. Part 2 summarizes the Wisconsin proposal and notes the principal objections to it. Part 3 offers some of the first findings on how the subsidies of this program would be distributed among various population groups. Part 4 indicates the next steps in the research. (Author/IRT)

ED 158 464 EC 111 838

Kallstrom, Lee A.
Serving the Developmentally Disabled Aged.
Pub Date-Jun 78
Note-15p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Developmental Disabilities, *Educational Needs, *Older Adults, *Professional Education, *Research Projects

Increasing numbers of aging developmentally disabled individuals have led to a recent emphasis being placed on service provision for this population, the education of professionals working with them, and the assessment of current conditions and needs of these individuals. Through the University Affiliated Program, a project of national significance has begun to investigate the educational needs of service professionals and the needs of aging developmentally disabled in long term care centers and in the community. (Author)

Green, Len Francis, Jean

Improving Children's Learning Skills: Classroom Implications Arising from a Short-Term Intervention Programme in an Infants School.

Pub Date-Jun 78

Note-7p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978); Underlining of headings may interfere with adjacent print

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Early Childhood Education, Exceptional Child Research, *Intervention, *Learning Disabilities, *Learning Readiness, *Program Effectiveness

Thirty-six children with poor learning skills were identified in an infants school by using D. Stott's experimental Guide to the Child's Learning Skills (GCLS). The children were allocated to three groups of 12, two of which had intervention teaching programs while the third was left as a comparison group. Pre and post test results showed that learning skills had improved in all 36 children, which may indicate that the use of the GCLS affects teachers' awareness of the students' needs. Further inspection of the intervention programs showed different effects according to the experiences provided for the students. (Author/SBH)

ED 158 578 FL 009 683

Abraham, R. C.

The Principles of Ibo. Occasional Publication No. 4.

Ibadan Univ. (Nigeria). Inst. of African Studies.

Pub Date-67

Note-152p.

Available from-Publications Officer, Institute of African Studies, University of Ibadan, Ibadan, Nigeria (Some publications may be out of print)

Language-English; Ibo

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*African Languages, Consonants, *Descriptive Linguistics, Form Classes (Languages), *Grammar, *Ibo, Instructional Materials, *Language Instruction, Nominals, Number Concepts, *Phonology, Pronunciation, Second Language Learning, Sentence Structure, Structural Analysis, Suprasegmentals, Syntax, Tone Languages, Uncommonly Taught Languages, Verbs, Vocabulary, Vowels

This analysis of Ibo is not intended as a definitive work, but rather represents a novel approach to the description of the phonology and grammar of this language. The analysis is organized under the following headings: (1) Sounds''; (2) Tones''; (3) Words Beginning in a Consonant''; (4) Plurals''; (5) Possessives''; (6) As To''; (7) Numerals''; (8) The Verb''; (9) Relative Sentences''; (10) The Relative: Object Preceding''; (11) Verbal Noun''; (12) Verbal Nouns Formed with Prefixes and Suffixes''; and (13) Reduplicated Words.'' (AM)

ED 158 176 CG 012 744

Quenon, Betty, Ed.

Growing Up Is Very Hard to Do! Benefits of an Elementary Counseling Program.

Coloma Community Schools, Mich.; Michigan Elementary School Counselors Association.
Pub Date-77
Note-34p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Counselor Role, *Delivery Systems, Elementary Education, *Elementary School Counseling, *Elementary School Counselors, Elementary School Students, Guides, Parent Participation, *Pupil Personnel Services, Pupil Personnel Workers

Elementary counselors can make many contributions to the child's development of a positive self-concept. Contributions cited in this booklet include: (1) direct counseling services to children; (2) consultation services for staff and parents; (3) coordination of school programs and community resources. The booklet also tries to communicate the need for elementary counselors to become an integral part of educational delivery systems and serves as a guide for schools, parents and others interested in elementary counseling programs. (Author/RF)

ED 158 287 CS 204 271

Stricklin, Michael

Approaches to New Printing Technology: Three Paradigms.

Pub Date-Aug 78

Note-13p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-College Programs, *Educational Objectives, Higher Education, *Innovation, Journalism, *Journalism Education, *Printing, *Technology

In defining how new technology fits into journalism education an educator might take one of three positions: (1) a mainstream support for the journalism profession; (2) a defense of traditional newsroom procedures in spite of changing technology; or (3) a "pure" educational position as both teacher and scholar. Educators taking the mainstream position would think in terms of the practices of the journalism profession, especially the process of decision making in regard to writing, language, audience, and processing. Those who take the traditional newsroom position do not like the new technology, but accept its unavoidability. This does not mean, however, that newsrooms or journalism education should change. The "pure" education position is the safest little responsibility equates with little personal risk. The University of Nebraska has developed a program which attempts to fit new technology into journalism education. The program objectives are: to integrate technology into existing courses, to offer students opportunities to make journalistic judgments, to devise ways for the system to teach students how to exploit the system, to devise testing programs to determine the kinds of instruction students need, and to use the system to improve the partnership of educators and practitioners. (FL)

ED 158 528 EC 111 929

Rogers, Linda

Visual Learning: Creative Input for the Handicapped Learner.

Pub Date-Jun 78
Note-14p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Communication Skills, *Learning Disabilities, Motivation, Secondary Education, *Visual Learning

A teacher of learning disabled secondary students discusses the role of visual learning in motivating students and increasing their communication skills. Application of visual methods in an American and British setting is seen to have resulted in gains in self concept, motivation toward school, and in comunication skills. (CL)

ED 158 039 CE 017 484

Development of USES Specific Aptitude Test Battery Employment and Training Administration (DOL), Washington, D.C.; Utah State Dept. of Employment Security, Salt Lake City. Western Test Development Field Center.

Pub Date-78

Note-28p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Academic Achievement, *Achievement Rating, Achievement Tests, *Apprenticeships, *Aptitude Tests, Evaluation Criteria, Evaluation Methods, *Job Skills, Longitudinal Studies, Occupational Tests, Performance Criteria, *Plumbing, Racial Discrimination, Test Reliability, *Test Validity, Vocational Aptitude

Identifiers-United States

A longitudinal study was conducted to evaluate the U.S. Employment Service's Specific Aptitude Test Battery (SATB) for plumber/pipe fitter from three aspects: technical adequacy of the research; fairness to minorities; and usefulness in the selection of individuals for training as plumber/pipe fitter apprentices. The validation sample consisted of 253 apprentices (including sixty-nine minority group members) in their first year of apprenticeship during 1974-1976 in eight states and the District of Columbia. The tests for this sample were taken from the General Aptitude Test Battery, while on-the-job competency was gauged by supervisors' ratings, and ability to perform five categories of related course work was measured by instructors' ratings. A cross-validation sample was also used, based on data collected in 1953-1954 from 322 apprentices in Texas (the minority group composition of which was unknown). Criterion for this group consisted of category ratings for a combination of job performance and school achievement. SATB was found (1) to be useful in the selection of apprentices; (2) to be fair to minorities; and (3) to meet all criteria for validity using the more recent sample and for cross-validity based on the prior test sample. (The appendixes include the following: statistics for black and nonminority subgroups of the validation sample; descriptive rating scales for employers and instructors; and a job description and the first-year apprenticeship curriculum for plumbers/pipe fitters.) (ELG)

ED 158 097 CE 017 575

Noffze, Elaine And Others
Multiple Learning Strategies Project. Dietetic Assistant. Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Aug 77
Grant-G007603808
Note-520p.; For related documents see CE 017 554-583
EDRS Price MF-$1.00 HC-$27.45 Plus Postage.
Descriptors-*Dietetics, *Learning Activities, Learning Modules, Nutrition Instruction, *Occupational Home Economics, Safety, *Vocational Education, Young Adults

This instructional package is one of two designed for regular vocational students on the vocational area of dietetic assistant. The eighty-nine learning modules are organized into three units: nutrition; menu planning and food ordering; and housekeeping and safety. Each module includes these elements: a performance objective page telling what will be learned, what materials will be needed, and how the student will be evaluated; information pages (not always included) which explain why the student is performing the activity and provide necessary information; and job step pages which detail steps (visuals included) necessary to do the tasks. (This document and CE 017 576 are one of two sets of learning modules on dietetic assistant written for different student populations. The other set is designed for visually impaired students. The modules are part of a total set of over 1,300 written in a variety of formats. Building maintenance, small engine repair, graphics, and medical assistant are the other vocational fields covered. CE 017 554 is the final report of the project to develop the modules.) (JH)

ED 158 116 CE 017 766

Education and Related Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.-Bull-1955-12

Pub Date-78

Note-20p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-College Teachers, Elementary School Teachers, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Information Sources, Job Skills, Job Training, *Librarians, Library Technicians, *Occupational Information, Occupational Mobility, Promotion (Occupational), Salaries, Secondary School Teachers, Teacher Aides, *Teachers, Wages, Work Environment

Focusing on education and related occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include kindergarten and elementary school teachers, secondary school teachers, college/university teachers, teacher aides, librarians, and library technicians and assistants. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 243 CS 004 288

Perez, Samuel A.

The Effects of the Summer Vacation on Reading Retention.

Pub Date-May 78

Note-16p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Criterion Referenced Tests, Educational Objectives, Elementary Education, Norm Referenced Tests, *Reading Ability, Reading Instruction, Reading Programs, *Reading Research, *Reading Skills, *Retention, *Retention Studies

Identifiers-*Summer Vacations

To assess the effect of summer vacation on the overall reading ability of first through fifth graders, as measured by norm-referenced and criterion-referenced reading tests, a study was conducted involving 84 children. In the spring testing, the researcher administered the Gates-MacGinitie Reading Test, Form 1, and the Wisconsin Tests of Reading Skill Development, Form 1, the last two weeks prior to summer vacation. In the fall testing, Form 2 of the same tests was given. A summer activities questionnaire was administered to exclude children who had received reading instruction during the summer. Three hypotheses were formulated: (1) there is no difference between spring and fall mean scores of the Gates-MacGinitie Reading Test; (2) there is no difference between spring and fall variance scores on the Gates-MacGinitie; (3) there is no difference in the spring and fall mean scores measured by the Wisconsin Tests of Reading Skill Development. Hypotheses one and two were accepted, and three was accepted with qualifications. The results suggest that no significant loss in reading ability occurs over the summer vacation; therefore, teachers using objective-based reading programs need not conduct massive retesting or reteaching in the fall. (Tables of findings are included.) (FL)

ED 158 331 CS 204 345

Composition K-6: A Packet for Teachers.
New York State Education Dept., Albany. Bureau of General Education Curriculum Development.
Pub Date-78
Note-75p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Behavioral Objectives, *Composition (Literary), Elementary Education, Evaluation Criteria, *Language Arts, *Lesson Plans, Letters (Correspondence), *Motivation Techniques, Poetry, *Teacher Developed Materials, Thought Processes, *Writing Exercises, Writing Skills

Focusing on writing as a complex process, this packet was prepared to assist teachers in planning daily writing activities which combine thinking processes, mechanical skills, and composition skills. Following an introduction which contains suggestions for ways teachers can help students to write, the first section of the publication provides ideas and experiences which will encourage children to think and write. Prewriting activities are also discussed. The second section provides specific lessons in such areas as writing topic sentences, writing for different audiences, and writing in detail. Each teacher-developed lesson contains activities arranged in ascending order of difficulty for use with students of varying ages and abilities. An evaluation criterion is listed for each activity. The final section provides experiences for children which will enable them to utilize their writing skills to organize their thoughts and learnings into larger works. It also includes suggestions for helping students to share, edit, and evaluate their works. Appendixes contain discussions of mechanics, letter forms, and poetry. A bibliography of publications containing additional examples of writing-thinking activities is also provided. (FL)

ED 158 352 CS 502 215

Sohn, David

The problem & the Promise: A Television/Video Workshop.

Pyramid Films, Santa Monica, Calif.

Pub Date-78

Note-30p.

Available from-Pyramid Films, P.O. Box 1048, Santa Monica, California 90406 (Single copy, free on request; quantity price, $1.00 each)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Broadcast Industry, *Commercial Television, *Educational Television, *Film Study, News Reporting, Production Techniques, *Programing (Broadcast), Resource Materials, Television Commercials, Television Viewing, *Units of Study

The first portion of this handbook considers the positive aspects of television (the news, entertainment, and educational programming); presents negative criticism regarding programming quality, the use of violence, and the influence of commercials; and discusses the available options and alternatives for improving and using television to its fullest. The major portion of the handbook outlines a unit of study based on ten short films about television that cover the following areas: the history of television, television production and new technology, the grammar of television, live network production, news reporting, the production of commercials, commercials as art forms and vehicles for study, and experimental television. Intended as a visual beginning for examining the areas of television, the unit contains a description and photograph of each film, a brief dictionary of video terms, a number of cartoons about the television industry, a chronological list of milestones in the history of television, and resources on the television industry that include two annotated bibliographies (one of films and one of books) and lists of current magazine articles, periodical publications, and organizational resources. (MAI)

ED 158 395 EA 010 804

Hess, Fritz And Others
Ability Grouping in America: The Present Perspective.
Pub Date-78
Note-26p.; Chapter 4 of ``Issues in Education: A Documented Look at Seven Current Topics'' (EA 010 800); For related documents, see EA 010 800-807
Available from-Not available separately see EA 010 800
Document Not Available from EDRS.
Descriptors-*Ability Grouping, Elementary Secondary Education, Heterogeneous Grouping, Homogeneous Grouping, Motivation

Ability is difficult to define, and students placed in homogeneous groups based on ability in one area may not be of similar abilities in other areas. While research has not clearly shown homogeneous grouping to be beneficial, its potential for harm is revealed in several studies. Such grouping can cause students to lose motivation for a variety of reasons at all ability levels; stratification of students by socioeconomic class is encouraged; the positive effects high achievers can have on low achievers are eliminated; and students with discipline problems tend to be grouped together. The concept of ability grouping in America is financially, legally, and philosophically questionable as well. Alternatives to across-the-board ability grouping include grouping for ability in specific subject areas, encouraging such individualized programs as peer-tutoring, and the enrollment of advanced high school students in college classes. The distinction between these techniques and the ability grouping methods that have developed since the late 1950s is that these alternatives are varied, voluntary, and supplementary to the proven traditional system of heterogeneous grouping. (Author/PGD)

ED 158 465 EC 111 839

Hicks, Doin E.
KDES-MSSD: Demonstration Schools of Exceptional Promise.
Pub Date-Jun 78
Note-12p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Aurally Handicapped, *Change Agents, Conceptual Schemes, *Deaf, *Demonstration Projects, *Educational Methods, Elementary Secondary Education, *Models
Identifiers-*Kendall Demonstration Elementary School, *Model Secondary School for the Deaf

The article identifies the legislative intent behind KDES/MSSD (Kendall Demonstration Elementary School/Model Secondary School for the Deaf), discusses the failure of traditional educational models to impact upon the field, and points out how the KDES and MSSD hope to become change agents in the field of deaf education by serving as national resources. Rationale is given for the KDES/MSSD selection of particular approaches to educational change; also reasons are given why it is believed these will succeed where others have failed. (Author/SBH)

ED 158 466 EC 111 840

Delgado, Gilbert L. Shellem, George W.
Mainstreaming Professional Personnel Where Are We Going?
Pub Date-Jun 78
Note-13p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Educational Trends, Elementary Secondary Education, *Federal Legislation, *Handicapped Children, *Professional Education
Identifiers-*Education for All Handicapped Children Act

The paper discusses the professional training implications due, in most part, to the impact of the Education for All Handicapped Children Act (P.L. 94-142). It describes funding patterns and efforts to meet the need for more trained professionals. Issues related to these trends are probed and recommendations for an interrelated approach to the problems are suggested. (Author)

ED 158 559 FL 009 451

Ligon, Glynn

Fall 1974 Parent Interviews. ESEA Title VII Bilingual Project. Formative Evaluation Report No. 8.

Austin Independent School District, Tex. Office of Research and Evaluation.

Pub Date-Nov 74

Note-42p.; For related documents, see FL 009 447-452; Interview form may reproduce poorly due to light and broken type.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Bilingual Education, Educational Assessment, Elementary Education, Federal Programs, Formative Evaluation, *Interviews, Language Instruction, Language Programs, *Parent Attitudes, *Parent Participation, Parents, *Parent School Relationship, Parent Student Relationship, Parent Teacher Cooperation, *Program Evaluation, Questionnaires, Second Language Learning, Spanish Speaking, Statistical Data

Identifiers-Elementary Secondary Education Act Title VII

A summary report is presented of the first of two interviews with a random sample of parents of kindergarten, third and sixth grade students in the project. Undertaken as part of the evaluation of the Parental Involvement Component of the Title VII Bilingual Project, the interviews had a twofold objective: (1) to measure the degree of home support for project students' school activities and learning goals, and (2) to measure the degree of change in this support as a result of project activities. Two conclusions are drawn from an analysis of the results: (1) parents' support and knowledge of the children's school activities is generally satisfactory; and (2) acquaintance with their children's principal and teacher, visiting the school, and dialogue with other parents are areas needing improvements. Most importantly for the Title VII Bilingual Project, 37% had not received information about the project and 23% did not feel that they understood bilingual education. The interview form in Spanish and English and an analysis of responses to each item by school and grade level are attached. (AMH)

ED 158 200 CG 012 795

Nelson, Ronald G. Janzen, William B.

Empirical Approaches to the Treatment of Alcohol Abuse: Alternatives to Abstinence.

Alabama Univ., University. Dept. of Psychology.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date- 77

Note-52p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Adults, *Alcoholism, Counselors, *Drinking, Literature Reviews, Methods, Program Descriptions, *Rehabilitation Programs, Research Methodology, *Social Behavior

Identifiers-*Controlled Drinking

This report presents research studies from the past 15 years which indicate that some alcoholics have been able to return to controlled, moderate drinking after behavioral treatment. Presented in this report are: (1) the techniques used to train alcohol abusers to moderate drinking; (2) the research methodologies used to measure the treatment effects of controlled drinking programs; (3) a discussion of the characteristics of controlled drinking candiates; and (4) two sample optional controlled drinking programs. It is hoped that if treatment with options other than abstinence is made available, many alcoholics who are currently untreated will seek and receive help. (Author/RF)

ED 158 265 CS 004 332

Sutton, Wendy K.

Developing Literary Appreciation Via Contemporary Adolescent Literature.

Pub Date-Oct 77

Note-15p.; Paper presented at the Annual Meeting of the International Reading Association Transmountain Regional Conference (3rd, Vancouver, British Columbia, Canada, October 20-22, 1977)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Adolescent Literature, English Instruction, *Literary Conventions, *Literature Appreciation, *Reading Materials, *Reading Material Selection, Secondary Education

Currently popular and increasingly complex adolescent literature deserves a close look by literature teachers. Authors of literature intended for this audience are becoming more adventuresome and are using a wider range of literary techniques than was previously true. Such techniques include slice of life, anti-hero, open-ending, interior monologue, multi-levels of meaning, satire, parody, allegory, first person narration, flashbacks, and multiple protagonist/ narrators Examples of these may be seen in such books as: The Pigman,'' Go Ask Alice,'' Lisa, Bright and Dark,'' Are You There, God, It's Me, Margaret,'' and I Am the Cheese.'' The increasing sophistication in techniques might be used by teachers as a way of connecting popular juvenile literature with adult literature. (TJ)

ED 158 373 EA 010 771

Volp, Frederick D.

Beyond the Myth of the Imperial School Superintendent.

Pub Date-Jun 78

Note-17p.; Paper presented at the Canadian School Trustees' Association Congress on Education (1st, Toronto, Ontario, June 17-21, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Collective Bargaining, Elementary Secondary Education, Leadership, Political Power, *Superintendent Role

Role expectations for the public school superintendent have outstripped the capacity of most individuals to fill them. Superintendents must now deal with an ever-increasing number of political interest groups who raise complex issues for the school system. In light of these developments, the tenure of superintendents is politically hazardous as evidenced by the high turnover rates of chief school officers. Many authors have provided insights into the role-definition problems of superintendents. The most oftcited environmental change in education is tied to collective negotiations laws. Superintendents, far from being in an imperial position, are often caught between the community's demands and the demands of the unions. Striking a balance between administrative autonomy and responsiveness to school board and constituent desires is another critical problem for the school superintendent. Because of these issues, the role of the superintendent must change. Superintendents must acknowledge the areas where they have the expertise to contribute to debate and policy and the areas where they do not. Negotiating with teacher unions may be one area where superintendents do not have sufficient expertise. Besides role definitions, graduate training programs for superintendents must change. Further course work that integrates politics, law, and policy-making in local school systems seems warranted. (Author/JM)

ED 158 418 EA 010 846

Limar, Eugene Edmonston, George P., Jr.

Alternative Education in Louisiana. Descriptions of Selected Programs.

Louisiana State Dept. of Education, Baton Rouge. Bureau of Technical Assistance.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Pub Date-Nov 76

Note-79p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-*Alternative Schools, Dropouts, *Educational Alternatives, Elementary Secondary Education, Gifted, *Program Descriptions

Identifiers-Alternatives to Suspension, *Louisiana, Magnet Schools, Schools Within a School, Schools Without Walls, Street Academies

The purpose of this publication is to present the reader with brief descriptions of selected alternative schools and programs operating in Louisiana in 1976. Descriptions of many of the better-known types of alternative programs are found, including those that deal with college-bound students, alternatives to suspension/expulsion, and schools/programs for the vocationally oriented and the over-aged. Special emphasis has been given to descriptions of alternatives for those students whose inability to adjust to a regular'' school environment causes unpleasant educational experiences for them as well as for their teachers. After an overview of alternative education, descriptions of 27 alternative programs are given. Along with a narrative describing the schools/programs, information, when available, is provided in the following categories: contact person, grade level of students, number of students enrolled, source of funding, level of funding, and cost per student. (Author/IRT)

ED 158 529 EC 111 930

Bindrim, Elaine J.
The Necessity of Early Intervention Programs.
Pub Date-Jun 78
Note-9p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Early Childhood Education, *Handicapped Children, Infancy, *Intervention, *Nutrition, *Prenatal Influences, Stimulation

The author stresses the importance of early intervention for handicapped children and infants, including proper nutrition programing for adolescent females before they become pregnant, adequate housing and economic security pre and postnatally, and parenting education. (CL)

ED 158 021 CE 017 413

Aller, Curtis C. And Others
Layoff Time Training: A Key to Upgrading Workforce Utilization and EEOC Affirmative Action. A Case Study in the Northern California Canning Industry. R & D Monograph 61.
Center for Applied Manpower Research, Berkeley, Calif.; Joint Committee for Cannery Training Program, Inc., San Francisco, Calif.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C.
Pub Date-78
Contract-21-06-74-12
Note-123p.; Parts of some pages in this document may not reproduce well due to poor print quality
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-000-00326-2)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Adult Basic Education, *Affirmative Action, Demonstration Projects, Employee Attitudes, Employer Employee Relationship, Employment Practices, Employment Problems, Equal Opportunities (Jobs), Failure Factors, Federal Court Litigation, *Food Processing Occupations, Industrial Relations, *Industrial Training, *Job Layoff, Labor Market, Labor Unions, *Manpower Utilization, On the Job Training, Personnel Policy, Promotion (Occupational), Racial Discrimination, Sex Discrimination, Success Factors, Work Attitudes, Working Women
Identifiers-*California, *Canning Industry

An experimental and demonstration project was conducted over a five-year period in California to test the concept of lay-off time training to enable workers to qualify for promotion and increase their earnings. The canning industry was found to be a suitable area for this type of training since it had annual lay-offs followed by assured recalls to work and was feeling affirmative action pressures. The project's final efforts (after two years of discouraging experiences) in the canning industry were quite successful and included the following benefits: (1) extensive changes in the knowledge and attitudes of working women toward advancement and employment; (2) the job status of women improved; (3) both the companies and the union learned about the operation of their labor market; (4) the affirmative action process was accelerated; (5) the industry developed internal training programs; and (6) the public schools developed adult basic education for the cannery workers. Also, the project's training program was included in a U.S. Court approved Equal Employment Opportunity agreement for the industry. (ELG)

Nelson, Frank W.
Group Instruction for Cooperative Programs.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater.; Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
Pub Date-78
Note-891p.
Available from-State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074
EDRS Price MF-$1.67 Plus Postage. HC Not Available from EDRS.
Descriptors-Basic Skills, Career Planning, Communications, *Cooperative Education, *Cooperative Programs, *Core Curriculum, Economics, Employment Interviews, *Group Instruction, Health, Human Relations, Job Application, Labor Unions, Learning Modules, Legal Education, Money Management, *Performance Based Education, Safety, Secondary Education, *Vocational Education
Identifiers-*Oklahoma

Designed to provide a two-year core curriculum for general cooperative programs on the secondary level, this manual contains guidelines for instruction in cooperative education which can also be applied to cooperative programs in specialized areas such as business, home economics, agriculture, and distributive education. While the format is primarily intended for group instruction, it can be adapted to an individualized approach. Eleven areas of instruction are included as follow: (1) orientation; (2) health and safety; (3) human relations; (4) communications; (5) managing resources; (6) legal aspects of employment; (7) labor unions; (8) economics; (9) career planning; (10) preemployment, such as job applications and interviews; and (11) basic skills such as arithmetic, vocabulary development, and library use. Each section is divided into one or more units which generally follow the same organization: objectives stated as desired student competencies; suggested activities; transparency masters; information sheets and student copies of transparencies; assignment sheets; tests; and answers to tests and assignments. The introduction provides an extensive list of suggested teaching methods to vary classroom instruction and keep the student's attention. (ELG)

ED 158 134 CE 017 784

Lawyers, City Managers, and Social Science Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.-Bull-1955-30
Pub Date-78
Note-25p.; Photographs in this document may not reproduce well; For related documents see CE 017 756-797
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Anthropology, City Government, City Planning, Economics, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Geography, History, Information Sources, Job Skills, Job Training, *Lawyers, *Occupational Information, Occupational Mobility, Political Science, Promotion (Occupational), Psychology, Salaries, *Social Science Research, Sociology, Wages, Work Environment
Identifiers-*City Managers

Focusing on lawyers, city managers, and social science occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include city managers, lawyers, anthropologists, economists, geographers, historians, political scientists, psychologists, and sociologists. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 153 CG 012 606

Eaton, Warren O.

Cohort Effects in Children's Test Anxiety and Defensiveness.

Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
Pub Date-78
Grant-OEG-0-72-0882
Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, CANADA, March, 1978)
Available from-Warren O. Eaton, Department of Psychology, University of Manitoba, Winnipeg, Manitoba, Canada, R3T 2N2
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Age Groups, *Anxiety, *Children, Cognitive Development, *Cohort Analysis, Longitudinal Studies, *Reactive Behavior, Research Projects, Testing, *Testing Problems
Identifiers-*Test Anxiety Scale for Children

Five elementary school groups, or cohorts, were given the Test Anxiety Scale for Children and the Lie Scale for Children on three occasions over a year's time. This paper examines the results cross-sectionally and reveals between-group, or cohort effects. The youngest and oldest cohorts displayed low anxiety. Within-group longitudinal changes did not closely match this cross-sectional difference. Current data was compared to previously published longitudinal studies. Longitudinal anxiety patterns varied across cohorts and samples while defensiveness showed longitudinal decreases across all studies. The consistency in defensiveness results and the lack of consistency in test anxiety results across the three studies suggest that anxiety is more a function of situational factors and that defensiveness is more a function of organismic factors. (Author)

ED 158 177 CG 012 745

Cook, Daniel W.

Counselor Anxiety and Tolerance of Ambiguity: Critical Variables in Rehabilitation Counseling.

Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date-22 Mar 78

Grant-16-P-56812/RT-13

Note-14p.; Paper presented at the Meeting of the American Rehabilitation Counseling Association (Washington, D.C., March 19-23, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Anxiety, *Counselor Acceptance, *Counselor Characteristics, Counselor Role, Counselor Training, Interaction Process Analysis, *Interpersonal Competence, Literature Reviews, Physically Handicapped, *Rehabilitation Counseling, Research Reviews (Publications)

Research on rehabilitation counseling has generally focused on the roles and functions of the counselor, client attributes as moderator variables affecting counseling outcome and selected counselor traits thought necessary for the development of effective counseling techniques. After an analysis of the literature, two variables, counselor anxiety and counselor tolerance of ambiguity, are hypothesized to augment rehabilitation counselor selection procedures, help explain why certain counselors engage in selected roles and functions, and to account for some of the variance in case difficulty studies. A theoretical rationale for the importance of the variables in rehabilitation counseling is given and research establishing the inter-relationships of the variables presented. In addition, a paradigm using counselor/client anxiety and tolerance of ambiguity interactions is offered, and reasons for incorporating the variables in counselor research and supervision are discussed. (Author)

ED 158 223 CS 004 224

Weiner, Cheryl J.

The Effect of Training in Questioning and Student Question Generation on Reading Achievement.

Pub Date-Mar 78

Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Cognitive Processes, Elementary School Students, Intermediate Grades, *Questioning Techniques, *Reading Achievement, *Reading Comprehension, *Reading Research, *Training Techniques

Based on the assumption that the active involvement of the reader is required to give meaning to the printed word, a study was devised to test whether reading comprehension can be increased if students are taught to formulate questions about what they read. The study had three phases: a pilot study during which fifth grade top readers were observed, a training program sequence consisting of activities that directed students in formulating generic questions about what they read, and an instructional unit on ecology that was divided into nine lessons. Participants in the second and third phases consisted of 91 sixth graders working in 27 dyads and divided into four treatment groups. Two groups were trained in questioning and all four groups participated in the instructional units. Reading achievement in all four groups was measured by a multiple choice test and a short answer essay test. Results of the study indicated that the students in the two groups that received training in questioning formulation scored significantly higher on both the multiple choice test and the essay test than those in the two groups that had not been trained. There was no significant difference between the students who formulated questions during the instructional sequence and those who did not. (MAI)

ED 158 310 CS 204 294

Newkirk, Thomas

The Mass Testing of Writing: How Well Is It Being Done?

Pub Date- 77
Note-33p.; Report prepared at the University of New Hampshire
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Basic Skills, *Composition Skills (Literary), *Standardized Tests, Test Bias, Test Interpretation, *Test Validity, Timed Tests, *Writing Skills
Identifiers-*Educational Testing Service, *National Assessment of Educational Progress

The validity of current standardized competency tests for writing is in doubt as is the need for such testing at all. Some tests, especially those requiring little writing, may not be testing what they purport to test (content validity). Instructional validity (testing what has actually been taught) raises the issue that what is being tested is precisely the teaching which brought on the demand for testing in the first place. Many states are using tests (such as those produced by the National Assessment of Educational Progress and by the Educational Testing Service) which provide inadequate time for the student to write, provide inadequate motivation for students to write their best, or require students to write on subjects about which they may have little information. Other tests are so simple as not to ensure even marginal literacy or they focus on mechanical skills exclusively. The data which brought about the demand for testing are open to question. Cultural bias on tests, inadequate understanding of test results, and irresponsible use of test data create confusion about literacy levels and make the term "functional illiterate" meaningless. The demand for competency testing comes when a major breakthrough in teaching reading may preview a similar development in teaching writing. The school system in England and the Bay Area Writing Project may provide useable models for teaching and testing writing skills. (TJ)

ED 158 438 EA 010 872

Manley-Casimir, Michael E.

On Policy-Making: Lessons from the Left Hand.

Pub Date-Jun 78

Note-19p.; Paper presented at the Canadian School Trustees' Association Congress on Education (1st, Toronto, Ontario, June 17-21, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Cognitive Development, Cognitive Processes, *Educational Policy, Neurological Organization, *Policy Formation

Identifiers-Bruner (Jerome S), Samples (Robert)

Interest has recently revived in the theory that the left and right hemispheres of the brain control distinguishable facets of cognitive behavior. Robert Samples has described the realm of the left hemisphere as that of rationality, logic, linear thinking, and separation of reality into its component parts. He sees the right hemisphere as the realm of metaphor, intuition, wholistic thinking, creativity, and synthesis. Jerome Bruner saw the right hand (controlled by the left hemisphere) as symbolizing order and action while the left hand (controlled by the right hemisphere) symbolized sentiment and intuition. In the realm of educational policy, partially because of cultural bias favoring rationality over intuition, there has been increasing pressure to ground the process of policy formulation in rationality. While rationality is no doubt necessary for policy-making, it is not enough. Policy-making also requires the use of intuition, imagination, and hunch. This type of intuitive thought is especially valuable in the creativity involved in conceiving of policy alternatives. Thus, the left hand has lessons that, taken together with those of the right, will enable educators to conceive and forge stronger and better policy in education. (Author/JM)

ED 158 439 EA 010 873

O'Neill, Marie J.

Evaluation of the Stott Flying Start Learning to Learn Program.

Pub Date-Jun 78
Note-11p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Early Childhood Education, Exceptional Child Research, Kindergarten, *Learning Disabilities, *Learning Readiness, *Material Development, *Program Development, Programed Materials, *Program Evaluation
Identifiers-*Flying Start Program

A study involving 65 kindergarteners was conducted to evaluate the Flying Start, a programed kit for developing learning strategies in young children considered at risk for learning disabilities. Three tests were administered, at an interval of 8 weeks, before and after the teaching period: a test of coping style, the Marbler Sorter Test of Effectiveness Motivation, and the choices'' score of the Coloured Progressive Matrices. A number of handicaps (including behavior disturbance and health handicap) became apparent in the course of contact with the children. The programed materials allowed the children to bring into play little-used abilities which permit the development of good learning strategies. Moreover, the program had sufficient flexibility to accommodate a reasonable wide range of individual differences. (Author/SBH)

ED 158 077 CE 017 555

Pettit, Glen And Others

Multiple Learning Strategies Project. Graphics. Regular Vocational-Low Reader. Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Dec 77
Grant-G007603808
Note-342p.; For related documents see CE 017 554-583
EDRS Price MF-$0.83 HC-$18.07 Plus Postage.
Descriptors-Design, *Graphic Arts, Layout (Publications), *Learning Activities, Learning Modules, Management, Printing, Reading Level, *Retarded Readers, *Vocational Education, Young Adults

This instructional package, one of four designed for use by regular or low reader vocational students, focuses on the vocational area of graphics. (Low readers are identified as those reading at a grade 3-6 level.) Contained in this document are forty-two learning modules organized into four units: managing, inks and image carriers, paper, and layout and design. Each module includes these elements: a performance objective page telling the student what will be learned, what materials are needed, and how he/she will be evaluated; an information page providing information needed to perform the activity; and a job steps page detailing the steps necessary to do the task. Many visuals are included to accommodate the needs of the low reader. Technical words are defined. (This document and related documents CE 017 556, CE 017 557, and CE 017 558 are one of three sets of learning modules on graphics. The other two sets are written in formats designed for educable mentally impaired and visually impaired students. The modules are part of a total set of over 1,300 modules written for different student populations. Building maintenance, dietetic assistant, small engine repair, and medical assistant are the other vocational fields covered.) (JH)

ED 158 288 CS 204 272

Kinnamon, Keneth
Roots'': Medium and Message.
Pub Date-Nov 77
Note-7p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (67th, New York City, November 24-26, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Audiences, Black Culture, *Black History, Black Role, Characterization, *Commercial Television, Novels, *Programing (Broadcast), Public Opinion, Race Relations, *Racial Discrimination, *Racial Factors, Racism, Television Surveys, Television Viewing
Identifiers-*Audience Response, *Roots

A national telephone survey indicated that audiences rated the television production of Roots'' positively in terms of the following: realistic portrayal of the people and the times; relevance for contemporary race relations; perceived emotional effect; and increased understanding of the psychology of black people. However, a comparison of the television production with the book, Roots,'' reveals that commercial television was more concerned with appealing to a mass audience than with reflecting the authentic quality of the original text. The television version obscured the author's black point of view and altered the basic message of the book in that it magnified the importance of the whites in the plot (Captain Davies was not a compassionate man in the novel) and drastically reduced the amount of time devoted to the main character's life in Africa and the ethnic background that was integral to the theme of the story. (MAI)

ED 158 530 EC 111 931

Ogamo, Hideo
The Representation of the Handicapped in Literature.
Pub Date-Jun 78
Note-12p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Foreign Countries, *Handicapped Children, Literature, *Literature Reviews, *Poetry, Visually Handicapped
Identifiers-Japan

The paper summarizes results from an analysis of 276 Japanese literary works which include the handicapped. Works dealing with the blind and haiku written by a poet with cerebral palsy are described. (CL)

ED 158 579 FL 009 685

Abraham, R. C.

The Principles of Amharic. Occasional Publication No. 9.

Ibadan Univ. (Nigeria). Inst. of African Studies.

Pub Date-68

Note-240p.

Available from-Publications Officer, Institute of African Studies, University of Ibadan, Ibadan, Nigeria. Some publications may be out of print.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Adjectives, Adverbs, *African Languages, *Amharic, *Descriptive Linguistics, Form Classes (Languages), *Grammar, Instructional Materials, *Language Instruction, Nominals, Phonology, *Second Language Learning, Semitic Languages, Sentence Structure, Structural Analysis, Syntax, Tone Languages, Uncommonly Taught Languages, Verbs, Vocabulary

Identifiers-Ethiopia

A completely revised edition of A Modern Grammar of Spoken Amharic,'' this book is presented as a practical text for the student of the language. The 43 chapters of the text present a descriptive analysis of the sound system and grammar. Except for verbal prefixes and suffixes and partially Semitic vocabulary, the structure of Amharic is Cushitic. (AMH)

ED 158 603 FL 009 716

Jackson, Jennie

Sisamat Annutit Unipchaat Kuuvanmin (Kobuk Animal Stories).

Alaska Univ., Fairbanks. Alaska Native Language Center.

Pub Date-76

Note-15p.

Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701 ($1.00)

Language-Inupiat

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Alaska Natives, Bilingual Education, Childrens Literature, Elementary Education, *Eskimo Aleut Languages, *Instructional Materials, *Language Instruction, *Reading Instruction, *Reading Materials, *Short Stories, Uncommonly Taught Languages

Identifiers-Alaska, *Kobuk Inupiaq

This illustrated reader in Kobuk Inupiaq is designed for use within a bilingual education setting, and is directed toward students having an intermediate level of language proficiency. It consists of four short animal stories which are followed by questions. (AM)

ED 158 004 CE 017 186

Bertram, Charles L. And Others

Projected Allied Health and Nursing Training Needs for a Seven-County Area in West Virginia.

Appalachia Educational Lab., Charleston, W. Va.

Pub Date-15 Jun 77

Note-234p.

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors-*Employment Projections, Employment Statistics, Employment Trends, *Health Occupations, Job Market, Labor Market, *Labor Supply, *Manpower Needs, Models, *Nursing, Occupational Information, Paraprofessional Personnel, Statewide Planning

Identifiers-West Virginia (Charleston)

This report describes a project that developed and field tested a model for projecting state-wide manpower needs in the allied health and nursing occupations in West Virginia and presents projections made for sixteen allied health and nursing occupations in the Charleston area. The content of the report is presented in three sections. The first covers the project purpose and methodology. Section 2, comprising three-fourths of this report, contains the projection of manpower needs for sixteen allied health and nursing occupations and for each occupation includes occupational description, sources of data, supply characteristics, demand characteristics, and training needs. The sixteen occupations covered are registered nurse, certified/registered nurse anesthetist, licensed practical nurse, operation room technician, radiologic technologist, cytotechnologist, medical laboratory technician, medical record technician, dental hygienist, physical therapist, respiratory therapist, nuclear medicine technologist, medical technologist, certified laboratory assistant, registered dietitian, and physician's assistant. The last section summarizes the projections and offers some recommendations for further studies. (EM)

ED 158 040 CE 017 488

Whitmore, Paul G.

Analysis of Human Relations Problem Situations: The Group Process Approach.

Human Resources Research Organization, Alexandria, Va.
Spons Agency-Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.
Report No.-AD-A036-130; ARI-TR-78-A14
Pub Date-Jul 78
Contract-DAHC-19-74-C-0058
Note-52p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Armed Forces, Behavioral Objectives, Educational Resources, Enlisted Personnel, Group Dynamics, *Human Relations, *Interaction Process Analysis, *Job Skills, Job Training, *Problem Solving, Research Methodology, *Task Analysis, Task Performance, *Training Objectives
Identifiers-*Army, Non Commissioned Officers, United States

Human relations problem situations for Army senior non-commissioned officers (NCOs) were identified and analyzed using group problem solving methods. Then, using an analysis summary prepared for each case study problem situation as the basis, candidate performance exercises were developed. (These exercises specify terminal performance objectives for human relations job situations which can be used in developing NCO performance-oriented instructional programs.) The analysis summaries and performance exercises were arranged in a resource catalog intended for training specialists responsible for developing NCO training materials. It was concluded that the group process approach, as a means of analyzing human relations job functions, leads to the identification of performance exercises that (1) often require the integration of several skills for effective performance, (2) often identify very different job contexts than those identified by conventional job/task analysis methods, and (3) establish job contexts that reflect both the complexities and subtleties found in real situations. The appendix includes synopses of information on broad senior NCO job functions, human relations tasks from the Sergeants Major Academy's task survey, and broad human relations problem areas; and samples of problem situation analysis, candidate performance exercises, and skill definitions. (EM)

ED 158 098 CE 017 576

Noffze, Elaine And Others

Multiple Learning Strategies Project. Dietetic Assistant. Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-Aug 77

Grant-G007603808

Note-454p.; For related documents see CE 017 554-583

EDRS Price MF-$0.83 HC-$24.77 Plus Postage.

Descriptors-*Dietetics, Food Service, *Learning Activities, *Learning Modules, *Occupational Home Economics, Supervision, *Vocational Education, Young Adults

This instructional package is one of two designed for regular vocational students in the vocational area of dietetic assistant. The seventy-four learning modules are organized into three units: food preparation and service; diet therapy; and supervising tools and techniques. Each module includes these elements: a performance objective page telling what will be learned, what materials will be needed, and how the student will be evaluated; information pages (not always included) which explain why the student is performing the activity and provide necessary information; and job step pages which detail job steps (visuals included) necessary to do the tasks. (This document and CE 017 575 are one of two sets of learning modules on dietetic assistant. The other set is written in a format designed for visually impaired students. The modules are part of a total set of over 1,300 written for different student populations. Building maintenance, graphics, small engine repair, and medical assistant are the other vocational fields covered. CE 017 554 is the final report of the project to develop the modules.) (JH)

ED 158 117 CE 017 767

Sales Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.-Bull-1955-13

Pub Date-78

Note-24p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Auto Parts Men, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, *Finance Occupations, Information Sources, Insurance Occupations, Job Skills, Job Training, Merchandising, Merchants, Motor Vehicles, *Occupational Information, Occupational Mobility, Promotion (Occupational), Real Estate Occupations, Retailing, Salaries, *Sales Occupations, Sales Workers, Tourism, Wages, Wholesaling, Work Environment

Focusing on sales occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include automobile sales workers, buyers, insurance agents/brokers, manufacturers' sales workers, real estate agents/brokers, retail trade sales workers, route drivers, securities sales workers, travel agents, and wholesale trade sales workers. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

Webb, Rodman B. Legg, Sue M.
The Drug Education Controversy: Attitudes of Educators and Experts. Research Bulletin Vol. 12, No. 2.
Florida Educational Research and Development Council, Gainesville.
Pub Date-78
Note-52p.; May be marginally legible due to small print
Available from-FERDC, c/o Lee County School Board, 2055 Central Avenue, Ft. Myers, Florida, 33901 ($2.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Administrator Attitudes, *Counselor Attitudes, *Drug Abuse, *Drug Education, Evaluation Criteria, Junior High Schools, Junior High School Students, Research Projects, Secondary Education, Secondary School Students, Surveys, *Teacher Attitudes, *Teacher Influence

In this study 651 teachers, administrators and guidance counselors working in 16 randomly selected Florida junior high schools, middle schools and senior high schools gave their opinions on drug education, school policies for drug offenders and the causes of drug abuse. Drug education experts throughout the country also responded to the same questions. The survey showed that the opinions of educators differ markedly from the opinions of drug education experts and that there is more agreement in opinion among experts than among educators. The survey also showed that educator attitudes can be a source of resistance to effective drug education as it is defined by experts because: (1) educators are more likely than experts to see drug use as immoral and as a result of parental permissiveness; (2) educators are more likely to believe that schools cannot help drug users; and (3) educators take a more punitive approach to drug users than do experts. Incorporating this information on educator and expert attitudes toward drug education, the survey authors present an evaluation checklist for a drug education program. (Author/RF)

ED 158 244 CS 004 291

Tomlinson, Barbara Straehley, Marcia

Developing and Measuring Mature Syntax.

Pub Date-Mar 78

Note-[illegible]2p.; Paper presented at the Annual Meeting of the Western College Reading Association (11th, Long Beach, California, March 16-19, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Composition Skills (Literary), *English Instruction, *Expository Writing, Higher Education, Kernel Sentences, Language Development, Measurement Techniques, *Sentence Combining, Sentence Structure, *Syntax, Teaching Techniques, *Writing Skills

Students' abilities in manipulation and control of syntax may be increased through a sequence of instruction involving the use of exercises termed Non-Sentence Practice,'' Nonsense-Sentences Practice,'' and Syntactic Patterning Practice.'' The final step in the instruction sequence is to make the syntactic exercises pertinent to students' writing by having them apply these lessons to their standard expository assignments. To determine whether or not students have matured in their use of written syntax, several methods may be used: clause length, subordination indices, type of subordination and unit length, and indices of sentence-combining transformations. Methods such as incidence of usage errors and length of sentences are not as valuable. The most useful index is length of T-Unit (Minimal Terminal Unit) since it is easy to count, simple to use, objective, and demonstrates a clear progression toward maturity in syntactical control. (FL)

ED 158 266 CS 004 333

Manarino, Priscilla

An Investigation into the Interrelationships among Linguistic Variables and the Ability to Recover Deep Structure among Second Grade Black Students.

Pub Date-May 78

Note-14p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Black Dialects, Black Youth, *Deep Structure, Grade 2, *Language Variation, Primary Education, *Reading Comprehension, *Reading Research, Reading Skills, Socioeconomic Status, *Syntax, Word Recognition

The ability of primary grade black students to recover deep structure and the degree to which that ability is affected by socioeconomic status, dialect, word recognition, and the child's management of syntactic structures in oral language (oral syntactic control) were investigated in a study involving 125 second grade students. The Deep Structure Recovery Test was administered to determine the subjects' ability to recover deep structure. Oral syntactic control was assessed using the Linguistic Structures Repetition Test. A 50 word list drawn from the tests was used to assess word recognition. Syntactic features indicative of black dialect were used to measure the degree of dialect exhibited by the subjects. Socioeconomic status was determined by the Index of Social Position. The results revealed that oral syntactic control had the greatest direct effect upon deep structure recovery while word recognition had the second greatest direct effect. The greatest indirect effect was dialect. Socioeconomic status had a very small direct effect. The results suggest that reading comprehension programs for black students should focus on children's management of syntactic structure and on word recognition. Further, educators should become more knowledgeable about black dialect. (FL)

ED 158 332 CS 204 347

Beck, Robert E.

A Lone Star, a Little Mockingbird, and a Lot of Bull.

Pub Date-Apr 78
Note-13p.; Paper presented at the Annual Meeting of the Secondary School English Conference (6th, Dallas, Texas, April 7-8, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Educational Theories, *English Instruction, *Noninstructional Responsibility, Secondary Education, *Secondary School Teachers, *Teacher Responsibility, *Teaching Conditions, Teaching Methods

Using humor, illustrations, and practical experience, the author suggests that theories and philosophies of education offer the teacher of English little help because of the infinite number of exceptions to any theories when it comes to teaching English, as well as the enormous number of administrative, disciplinary, and extracurricular demands on the time of the teacher and the lack of continuity in attendance on the part of students due to such things as illnesses, speech contests, funerals, and uncounted athletic competitions. He goes on to say that the lot of the secondary English teacher is to naively and romantically continue to attend sessions of workshops, hoping to discover a star to reach for or a theory to hang an ideal on to and to avoid getting mired in despair. He concludes that teaching English in the secondary school is to dream the impossible dream and that the ability to judge the success or failure of the struggle of the teacher and students together in the classroom is reserved for heaven. (TJ)

ED 158 353 CS 502 217

Silverman, Fred

Leadership in Broadcasting.

Pub Date-Jun 78
Note-20p.; Paper presented at the NBC TV Affiliates Conference (New York City, June 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Audiences, Broadcast Industry, *Broadcast Television, Commercial Television, Cooperative Planning, *Leadership, Leadership Responsibility, Mass Media, Networks, Program Content, *Programing (Broadcast), Teamwork, Television Viewing
Identifiers-*National Broadcasting Corporation

The objective for the National Broadcasting Company (NBC) is leadership that grows from excellence. This type of leadership requires that the network serve the diversity of the total population, present programs that develop new approaches to viewers' interests, strive for excellence in craftsmanship, program content, and management, and exercise responsibility in representing the general standards of taste. Attaining this quality of leadership involves identifying the goal and utilizing the skills of the network division heads, the program planning specialists, the news and sports staff, and the management divisions, through the delegation of appropriate responsibility and authority to these divisions. In addition, NBC needs and seeks the confidence and trust of its affiliate stations. Some of the important changes in the program base of NBC over the past year include the mini-series, Holocaust,'' unique attempts at daytime programing such as America Alive,'' the Segment 3'' that has been added to Nightly News,'' the preeminence of the Today'' show, an aggressive sports program that includes the 1980 Olympics, and an effort to build successful program series, broader news, and human interest coverage. (MAI)

ED 158 396 EA 010 805

Hess, Fritz And Others

An Examination of Trends in Performance on the ACT and SAT Examinations.

Pub Date-78

Note-22p.; Chapter 5 of Issues in Education: A Documented Look at Seven Current Topics'' (EA 010 800); For related documents, see EA 010 800-807

Available from-Not available separately see EA 010 800

Document Not Available from EDRS.

Descriptors-Academic Achievement, *Achievement Tests, College Entrance Examinations, Educational Environment, Elementary Secondary Education, Intelligence Tests, Norm Referenced Tests, Social Change, *Standardized Tests, Test Results

A wide range of standardized tests and measures, including the Scholastic Aptitude Test and the American College Testing Program, reveals a distinct pattern of student performance decline beginning in the mid 1960s and continuing into the present. It seems unlikely that this is primarily a result of bias or other inadequacies in the tests. Part of the decline may be due to the impact of genetic factors. This connection remains to be investigated. Another portion of the decline has resulted from the broadening of the test-taking population. The sizable remaining part of the decline is doubtlessly connected with changes in the contemporary setting. Basically, a weakening of established curricula and lessened student-teacher contact appear to have eroded student performance in a wide range of areas of learning. The trend in education, as in society, seems to be away from the active and toward the passive. Reassertion of an active, purposeful attitude toward education seems a necessary first step in the direction of reversing the current decline. (Author/PGD)

Ligon, Glynn And Others

Objectives by Level, Scope and Sequence: Spanish Criterion Referenced Test.

Austin Independent School District, Tex. Office of Research and Evaluation.
Pub Date-Aug 74
Note-15p.; For related documents, see FL 009 447-451
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Bilingual Education, *Criterion Referenced Tests, *Educational Objectives, Elementary Education, Federal Programs, Language Instruction, *Language Tests, Phonetic Analysis, Reading Comprehension, *Reading Tests, Second Language Learning, *Spanish, Structural Analysis, Student Evaluation, Testing, Vocabulary
Identifiers-Elementary Secondary Education Act Title VII

An outline is presented of the instructional objectives for Spanish reading measured by the Austin Independent School District's Spanish Criterion Referenced Test (SpCRT). Available in six levels from kindergarten through fifth grade, the test is referenced to the Spanish materials available and the instructional activities for Spanish reading conducted in this bilingual program. The test yields a student profile identifying which objectives the student has already met and which objectives are to be pursued during the current school year. It also yields a classroom profile identifying which students may be grouped for instruction related to a specific objective. Two tables are included: (1) an outline of 31 major instructional objectives according to level, scope and sequence; and (2) for each level, a detailed listing of each objective under three major headings: phonetic analysis, structural analysis and comprehension. (Author/AMH)

ED 158 374 EA 010 772

Shann, Mary H.

Assessing Accountability for Basic Skill Development in the Adoption of a New Curriculum.

Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Mar 78
Grant-PES-74-00542-A01
Note-25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Basic Skills, Educational Accountability, Elementary Secondary Education, *Mathematics Instruction, Problem Solving, *Science Instruction, Testing Problems
Identifiers-Stanford Achievement Tests, Unified Science Mathematics for Elementary Schools

The Unified Science and Mathematics for Elementary Schools (USMES) Program was designed to teach students complex problem-solving skills. This paper reports the effects of USMES on basic skills, explains the effects, comments on difficulties in data collection, and recommends data-gathering that should complement or replace standard basic skills test scores for curriculum decisions. Classes from 15 geographic areas were used to make up a national sample of classrooms using the USMES program. Control classes were chosen from the same communities as the USMES schools or from neighboring communities. The USMES classes performed at least as well as the control matches on the six selected subtests of the Stanford Achievement Test (SAT). These results indicate that USMES is not interfering with basic skills acquisition. Data-gathering problems arose because many principals and teachers objected to the time demands for SAT administration. In some areas, state and local testing regulations were severely limiting. Another problem was the question of whether scaled scores are comparable across test levels in a sequential battery. Since the program was designed to teach problem-solving skills, program effectiveness should be assessed with objective instruments to measure complex problem-solving. (Author/JM)

ED 158 419 EA 010 847

Gump, Paul Ross, Rhonda
What's Happened in Schools of Open Design? (A Report to Cooperating Staff.)
Pub Date- 78
Note-35p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Evaluation Methods, *Measurement Techniques, *Open Education, *Open Plan Schools, Statistical Data, Tables (Data), Teacher Attitudes
Identifiers-*Kansas

Twenty-one elementary schools of "open space" design were studied to learn how teachers were adapting to this new kind of school environment. A method of quantifying a building's extent of physical openness was developed. Comparison of the original design of the buildings with their current floorplan indicated that in all but four of the schools the original openness had been considerably reduced by closing folding partitions, placing tall furniture between teaching areas, and, in extreme cases, by building new interior walls. Program openness was quantified by collecting information from teachers with respect to the extent that they dealt with a variety of students, the amount of team teaching that occurred, the degree to which groups from various areas were joined for large-group instruction, and the amount of individualization of instruction that occurred. Although the correlation between the schools' architectural openness and educational openness was nonsignificant, there was a significant relationship between the modified openness scores of the buildings and the educational program. In other words, teachers tended to modify their physical milieu to be compatible with the educational program operating in the school. The factors that were important in determining whether or not a space and program would remain open and what conditions led to teacher satisfaction were also examined. (Author)

Marko, Kathleen Barrett

A Plan for the Improvement of Reading Skills in Low Performance Children.

Pub Date-Jun 78

Note-25p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978); Print may be faint on some pages

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Diagnostic Teaching, Early Childhood Education, *Individualized Programs, *Intervention, *Kindergarten, Learning Disabilities, *Prevention, Program Descriptions, *Reading Difficulty

An approach which utilizes early intervention followed by individualized programing as a preventative measure against reading failure has been successfully carried out with kindergarteners in a large, urban bilingual public school system. The program is determined by identified problem areas followed by individualized instruction based upon diagnosed weaknesses in pre-reading skill areas. Emphasis is placed on sequential and detailed practice of each step in the learning process. The close stimulus-response relationship between auditory and visual clues has been helpful to the slow learner and bilingual child. (Samples of worksheets are included.) (SBH)

ED 158 531 EC 111 932

Noland, Eunice

The Professional - Personal Approach to Helping Parents Understand Their Exceptional Children.

Pub Date-Jun 78
Note-8p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Clinical Diagnosis, *Handicapped Children, Labeling (of Persons), *Parent Counseling, Personal Adjustment

An atmosphere of understanding, reassurance, and security are essential when informing parents of psychological and psychiatric test results which may label their child retarded, learning disabled, or emotionally disturbed. In a personal approach developed by the author reassurance is given to the parent in a nonthreatening environment; and security is gained through joint visits to classes of possible placement, talks with other school staff, and more formal involvement in parent groups. (Author/SBH)

Williams, Henry Gabriel, Moses P.

Ko'ehdan

Alaska Univ., Fairbanks. Alaska Native Language Center.
Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-75
Grant-NEH-RO-20196-74-54
Note-20p.
Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701 ($1.25)
Language-Athapascan
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Alaska Natives, American Indian Languages, *Athapascan Languages, Bilingual Education, Childrens Literature, Elementary Education, Folk Culture, *Instructional Materials, *Language Instruction, *Reading Instruction, *Reading Materials, Short Stories, Tales, Textbooks, Uncommonly Taught Languages
Identifiers-Alaska, *Gwich in Athapascan

This illustrated reader consists of a traditional adventure story and is intended for advanced students of Gwich'in Athapascan in a bilingual education setting. (NCR)

ED 158 135 CE 017 785

Counseling and Related Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.-Bull-1955-31
Pub Date-78
Note-21p.; Photographs in this document may not reproduce well; For related documents see CE 017 756-797
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Adjustment Counselors, Admissions Counselors, Career Planning, *Clergymen, *Counselors, Elementary School Counselors, Employment Counselors, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Information Sources, Job Skills, Job Training, *Occupational Information, Occupational Mobility, Priests, Promotion (Occupational), Pupil Personnel Workers, Rehabilitation Counseling, Salaries, School Psychologists, Secondary School Counselors, Student Personnel Workers, Student Placement, Wages, Work Environment

Focusing on counseling and related occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include college career planning/placement counselors, college student personnel workers, employment counselors, psychologists, rehabilitation counselors, school counselors, and clergy (Protestant ministers, rabbis, and Roman Catholic priests). The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles;

ED 158 154 CG 012 607

Christopher, Lochie B.
Wavelengths.
Spons Agency-Massachusetts State Dept. of Education, Boston. Bureau of Special Education.
Pub Date-Jan 77
Note-77p.; A publication of Project CORE
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Dating (Social), *Interpersonal Relationship, Marriage, Mate Selection, Resource Materials, *Self Concept, Self Evaluation, *Sexuality, *Social Development, Study Guides
Identifiers-Project CORE

This self-study guide is intended for young people between the ages of 16 and 22. It is divided into nine sections, each dealing with a potential problem area topic such as friends, love, sex, and marriage. A short introduction heads each section and is followed by a variety of activities. The activities include suggestions for verbal, written, artistic, musical and feeling-oriented experiences. The last section draws the whole book together by helping the user of the guide to apply the learnings in the first eight sections to himself as a part of a community. This guide can be used alone, with friends, or with a trained group leader. Its purpose is to help the individual better understand himself and his relations with others. (Author)

ED 158 178 CG 012 746

Youst, David B.
Advising in Individualized Higher Education.
Pub Date-Mar 78
Note-17p.; Paper presented at the Annual Convention of the American Psychological Association (San Francisco, California, August 26-30, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*College Faculty, *College Students, *Educational Counseling, *Faculty Advisors, *Faculty Development, Faculty Evaluation, Guides, Higher Education, *Individualized Programs, Individual Needs, Models, Nontraditional Students

Academic advising with adults in individualized college programs requires the development of new faculty skills. The paper provides a bibliography, a brief section on advising in traditional programs, a major focus on specific requirements of emerging faculty roles, and a concluding section on implications for faculty development and evaluation. (Author)

ED 158 224 CS 004 227

Jenkins, Joseph R. Larson, Kathy

Evaluating Error Correction Procedures for Oral Reading. Technical Report No. 55.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jun 78

Contract-400-76-0116

Note-34p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Learning Disabilities, *Oral Reading, *Reading Instruction, *Reading Research, *Remedial Reading, Secondary Education, Teaching Techniques, *Word Recognition

Identifiers-*Center for the Study of Reading (Illinois), Error Correction (Language)

Six procedures for correcting oral reading errors were examined. Five learning disabled, junior high students served as subjects in the experiment, which consisted of five phases each lasting a minimum of seven days. Treatment effects were assessed on two word recognition measures one day after corrections were applied. Results indicated that some form of error correction tended to be significantly superior to no correction, but that many correction procedures used by teachers appeared to produce rather small effects on word recognition. One correction procedure which consisted of isolated word drill far exceeded the other corrections, and produced relatively high levels of word recognition. Results are discussed in terms of their implications for instructional practice. (Author)

ED 158 289 CS 204 273

Ruff, Walta
Stereotyped Images of Women in Literature.
Pub Date- 73
Note-10p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Adolescent Literature, Content Analysis, Cultural Images, English Instruction, *Females, *High School Students, Males, Marriage, Secondary Education, *Sex (Characteristics), *Sex Role, *Sex Stereotypes, Social Influences, Socialization

The sex role stereotypes that are introduced to young readers on the elementary level are reinforced by the literature taught in the high school classroom. A list of the images of women taken from examples of high school literature could include, among others, the nurturing mother, seductress, sex object, and self-sacrificing wife. In all of these images, marriage is a necessity for a woman and the old maid'' image is an undesirable one. Little is offered regarding the relationship in marriage; the woman's role is defined strictly within the confines of the home and child-rearing. The male sex role stereotype, on the other hand, is very active and aggressive and dominates most high school selections. Man displays prowess and the ability to meet challenges victoriously. Although this role model is as destructive for society as that of the woman, the fact remains that literature reinforces man as the active, dominant agent in society, while portraying woman as passive and subordinate. (MAI)

ED 158 311 CS 204 298

Whitney, D. Charles Barkin, Steve M.

Phenomenology and Mass Communication Research: An Uncertain Past and a Promising Future.

Pub Date-Aug 78
Note-21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Conceptual Schemes, Interaction, Literature Reviews, *Mass Media, *Media Research, *News Media, *Organizational Communication, *Research Needs, Social Sciences
Identifiers-Husserl (Edmund), *Phenomenology, Schultz (Alfred)

Future research on mass media and mass communication organizations might profitably emphasize phenomenological methods (phenomenology being an interpersonal, subjective reality construction as contrasted to an objective, rationalistic, institutional reality construction). Some major phenomenological concepts important to such research were developed by Edmund Husserl and Alfred Schutz: (1) life-world, (2) typification, (3) intersubjectivity, (4) reflective nature of meaning, (5) the role of social science, (6) reduction, and (7) relevance. A few studies of mass media and mass communication organizations have been conducted using phenomenological categories or approaches, some self-consciously, others nevertheless effectively. Edward Jay Epstein, David L. Altheide, and Gaye Tuchman are among those few researchers to use phenomenological categories to do their work. Future research might extend such inquiry by intensifying the process of reduction (considering the internal logic of phenomena without regard to external context), or by applying the concept of typification (making sense of the life-world by imposing structure on it) more inclusively and systematically. Another promising area of phenomenological research is the communicator's perception of the audience. (TJ)

Neill, John F.
The Principal's Role in Collective Bargaining.
Pub Date-19 Jun 78
Note-12p.; Paper presented at the Canadian School Trustees' Association Congress on Education (1st, Toronto, Ontario, June 17-21, 1978); Not available in paper copy due to broken print of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Administrator Role, *Collective Bargaining, Elementary Secondary Education, Negotiation Agreements, *Principals

A principal's level of involvement in collective bargaining can range from being a member of the negotiating team to merely being the recipient of the signed negotiated contract. This paper considers four possible roles for principals: (1) as a member of the negotiating team, (2) as part of a steering committee working with the negotiating team, (3) as a member of a council that is informed of but does not participate in collective bargaining matters, (4) as an advisor with only occasional input into the process. Being a member of a negotiating team gives principals the greatest opportunity to influence school district policy. Yet principals who are negotiators may experience conflicts of interest, since on some issues, their interests are those of management and, on others, those of teachers. Also, principals may suffer from the bitter feelings teachers sometimes direct at members of negotiating teams. As members of steering committees working with negotiating teams, principals stay well informed of negotiations activities but are less inclined to develop conflicts with teachers. The most common roles for principals in collective bargaining are the last two either receivers of periodic information about negotiations processes or advisors who are surveyed only before bargaining begins. Either condition sometimes prompts principals to consider forming their own collective bargaining units. (Author/JM)

ED 158 467 EC 111 841

Barr, Roxanne And Others
Qualitatively Differentiated Programs for the Gifted: Dade County, Florida, U.S.A. Responds.
Pub Date-Jun 78
Note-10p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Admission Criteria, Elementary Secondary Education, *Gifted, *Program Descriptions, Student Placement
Identifiers-*Florida (Dade County)

The paper presents the rationale, assessment/placement criteria, program descriptions, and implications of qualitatively differentiated programs for the gifted. The article describes how these programs are interpreted and implemented in Dade County, Florida schools. Suggested implications are offered. (Author/SBH)

Welmers, William E.
Jukun of Wukari and Jukun of Takum. Occasional Publication No. 16.
Ibadan Univ. (Nigeria). Inst. of African Studies.
Pub Date-68
Note-172p.; Reproduced from best copy available
Available from-Institute of African Studies, University of Ibadan, Ibadan, Nigeria (Some publications may be out of print.)
Language-English; Jukun
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Adjectives, African Culture, *African Languages, African Literature, Descriptive Linguistics, *Dialect Studies, *Grammar, Language Classification, Language Instruction, Language Research, Language Variation, Morphology (Languages), Nominals, Phonemes, Phonology, Pronouns, Reading Materials, *Regional Dialects, Sentences, Syntax, Translation, *Uncommonly Taught Languages, Verbs, Vocabulary
Identifiers-*Jukun, Nigeria, Takum, Wukari

Wukari and Takum, two dialects of Jukun, are studied in this text, intended for both the trained linguist and the less trained student. The Jukun tribe is estimated to number 25,000 people living in the Benue River sections of Nigeria. Although the study is not intended to be comparative, some statements are included that indicate the patterned difference between the two dialects. The following topics are treated in detail: (1) phonology; (2) nouns and noun phrases; (3) verbs, verb phrases and pronouns; (4) attributives; and (5) miscellaneous morphemes and constructions. In each section, explanations are given in English, and examples are provided in both dialects with their English equivalents. Following this discussion, nine texts in Takum with interlinear English translations are recorded. Finally, a combined vocabulary of the two dialects is presented in such a way that the phonemic equivalents in both dialects are readily available to students of either dialect. (AMH)

ED 158 022 CE 017 415

Blair, Judi, Ed.

Criminal Justice Education Directory, 1978-80.

International Association of Chiefs of Police, Inc., Washington, D.C.
Research and Development Div.

Pub Date-78

Note-595p.

Available from-International Association of Chiefs of Police, Eleven Firstfield Rd., Gaithersburg, Maryland 20760 ($14.75; ten or more, 20% discount)

Document Not Available from EDRS.

Descriptors-Associate Degrees, Bachelors Degrees, *College Programs, Courses, *Criminology, Directories, Doctoral Degrees, Enrollment, Higher Education, Masters Degrees, *National Surveys, *Police, Post Secondary Education, Professional Education, Program Descriptions, Publications, *Statistical Data

Identifiers-*Criminal Justice, International Association of Chiefs of Police

This directory, a result of questionnaires circulated by the Behavioral Research Division of the International Association of Chiefs of Police, provides information on the types of programs and number of degree granting institutions that exist in the field of police science in the United States. The introduction traces the growth of police training programs from the first such program founded by August Vollmer in 1908 to the need for a directory of over 800 criminal justice education curricula. Section I contains three tables: table I gives the

National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module Course Guide.

National Highway Traffic Safety Administration (DOT), Washington, D. C.
Report No.-DOT-HS-802-437
Pub Date- 77
Note-93p.; For related documents see CE 017 514-529; The student text and workbook will be available separately
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 050-003-00279-8)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Administrator Guides, Curriculum Guides, *Emergency Squad Personnel, *Job Training, Paramedical Occupations, *Program Administration, Program Content, Program Guides, *Program Planning

Designed to help administrators plan and implement an emergency medical technician (EMT) training program, this course guide is intended for use with a series of fifteen instructor lesson plan modules. (The EMT-Paramedic is described as a professional in emergency medical care who has successfully completed a training program that includes formal coursework, practical instruction, and field internship, who always works under the direction of a physician, and who is competent in recognizing and assessing medical emergencies and rendering actual care services at the scene of an emergency, in an advanced life-support ambulance, and other appropriate settings.) Following a list of competencies needed by the paramedic, the course design and planning

ED 158 078 CE 017 556

Pettit, Glen And Others

Multiple Learning Strategies Project. Graphics. Regular Vocational-Low Reader. Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Jan 78
Grant-G007603808
Note-379p.; For related documents see CE 017 554-583
EDRS Price MF-$0.83 HC-$20.75 Plus Postage.
Descriptors-*Graphic Arts, *Learning Activities, Learning Modules, Photocomposition, Printing, Reading Level, *Retarded Readers, *Vocational Education, Young Adults

This instructional package, one of four designed for use by regular and low reader vocational students, focuses on the vocational area of graphics. (Low readers are identified as those reading at a grade 3-6 level.) Contained in this document are fifty-seven learning modules organized into two units: composition and paste-up. Examples of module topics are use of the varityper, scaling photographs and copy, and paper finishes and texture. Each module includes these elements: a performance

ED 158 202 CG 012 797

Linn, Marcia L.

NIE-SRCD Conference on Future Research in Adolescent Reasoning. Final Report.

Society for Research in Child Development.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Contract-NIE-P-78-0023
Note-28p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Abstraction Levels, *Adolescents, *Cognitive Processes, Concept Formation, *Concept Teaching, Conference Reports, Decision Making Skills, Information Seeking, *Learning Theories, *Problem Solving, Secondary Education, Task Analysis
Identifiers-*Piaget (Jean)

The National Instititute of Education sponsored a conference on the future of research in adolescent reasoning. This report reflects this conference discussion, which focused on: (1) the theoretical basis for research programs in the area of adolescent reasoning; (2) research programs likely to be effective in gathering information relevant to

ED 158 245 CS 004 292

Gillet, Jean Wallace Temple, Charles

Developing Word Knowledge through Word Sorts.

Pub Date-May 78
Note-12p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Basic Reading, *Concept Formation, *Discovery Learning, Elementary Education, Phonics, Reading Instruction, Reading Skills, Spelling, *Teaching Techniques, *Word Recognition, *Word Study Skills
Identifiers-*Word Sorts

Systematically incorporated into classroom instruction in word analysis, word sorts provide a sensible alternative to phonics or whole-word approaches and are congruent with the meaning-based direction of today's basal reading programs. A word sort is an activity in which the learner arranges words printed on cards into groups. This technique can be manipulated in many ways to help children draw conclusions about how words are related. The basic activity consists of sorting a deck of word cards and grouping them on the basis of similarities. There are two types of word sorts: open-ended and closed-ended. In the latter the common property of the words to be grouped is stated in advance. These sorts help children develop comparison and convergent reasoning. The common property of the words is not stated in an open-ended sort; the learner discerns relationships among the words while sorting them. In

ED 158 333 CS 204 355

Shane, Harold G., Ed. Walden, James, Ed.

Classroom-Relevant Research in the Language Arts.

Association for Supervision and Curriculum Development, Washington, D.C.

Pub Date-78

Note-160p.

Available from-Association for Supervision and Curriculum Development, Suite 1100, 1701 K Street, N.W., Washington, D.C. 20006 (Stock No. 611-178140, $7.50)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Composition (Literary), Creative Writing, Critical Thinking, *Educational Research, Elementary Secondary Education, English (Second Language), *English Instruction, Handwriting, *Language Arts, Language Instruction, *Language Research, Listening, Literature Appreciation, *Literature Reviews, Reading, *Reading Research, Spelling, Visual Literacy

This monograph, the fifth in a series of publications issued since 1955, reviews current language arts literature and related research. Following an introduction which discusses language arts research as a reflection of change, separate chapters examine research in the areas of visual literacy, language development and critical thinking, foreign language instruction, English as a second language, and listening. Three chapters discuss the literature of reading research. Composition and creative writing, spelling and handwriting, and literature are the

ED 158 532 EC 111 933

Lucky, Luretha F. Miller, Nancy O.
Recycling Materials Brought on by the Vanishing Dollar.
Pub Date-Jun 78
Note-15p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Handicapped Children, *Instructional Materials, *Material Development, Recycling

The paper cites the decreased funding in school budgets for special education instructional materials, discusses alternatives, and suggests ideas for designing and recycling materials. (CL)

ED 158 099 CE 017 577

Mackinnon, Barbara And Others
Multiple Learning Strategies Project. Dietetic Assistant. Visually Impaired. Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Dec 77
Grant-G007603808
Note-482p.; Not available in hard copy due to reproducibility problems; For related documents see CE 017 554-583
EDRS Price MF-$1.00 Plus Postage. HC Not Available from EDRS.

ED 158 179 CG 012 747

North, Gary B., Ed.
Alcohol Education for College Student Personnel.
National Association of Student Personnel Administrators, Detroit, Mich.
Pub Date-77
Note-26p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Alcohol Education, *Alcoholism, *College Programs, *College Students, Health Education, Higher Education, Program Descriptions, Resource Materials, Student Behavior, Student College Relationship, *Student Personnel Services, Student Problems, Student Welfare

Student personnel professionals have long recognized and worked with the unique nature of student alcohol abuse problems on the college

ED 158 267 CS 004 340

Glynn, Shawn M. Di Vesta, Francis J.

Development of Ideational Bonds in Text via Relational and Locative Cues.

Pub Date-Mar 78

Note-10p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Williamsburg, Virginia, March 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Context Clues, Higher Education, *Learning Processes, *Reading Research, *Recall (Psychological), *Semantics, *Syntax, *Textbook Research

Identifiers-*Prose Learning

How well items of information which comprise a text are learned may depend upon the semantic and syntactic relationships (ideational bonds)

ED 158 354 CS 502 222

Isenhart, Myra W.

An Investigation of Differential Ability in Decoding Nonverbal Cues.

Pub Date-Apr 78

Note-26p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, Illinois, April 25-29, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Ability, Ability Identification, College Students, *Communication Skills, Individual Characteristics, *Individual Power, *Interpersonal Competence, *Nonverbal Communication, *Sex Differences, Sex Role, Speech Communication

The separation and comparison of sex and dominance as they relate to the ability to decode emotional meaning from nonverbal cues were

ED 158 397 EA 010 806

Hess, Fritz And Others
Kindergarten in American Education: A Discussion of Current Questions.
Pub Date-78
Note-24p.; Chapter 6 of Issues in Education: A Documented Look at Seven Current Topics'' (EA 010 800); For related documents, see EA 010 800-807
Available from-Not available separately see EA 010 800
Document Not Available from EDRS.
Descriptors-Day Care Services, Family School Relationship, *Kindergarten, *Preschool Education, Student Development

The original concept of the kindergarten, developed in the 1800s, involved guiding and structuring children's play rather than attempting formal instruction. The kindergarten served as a transition from the home to the school environment. During the twentieth century

ED 158 468 EC 111 842

Siudzinski, Robert M. Van Nagel, Clint

The Validation of Competencies in Special Education: A Competency Based Teacher Training Program.

Pub Date-Jun 78

Note-18p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Elementary Secondary Education, *Handicapped Children, Higher Education, *Performance Based Teacher Education, Post Secondary Education, *Special Education Teachers, *Teacher Qualifications

The philosophy of the special education program at the University of North Florida is to develop a competency based teacher training program at the masters level. The program is designed to produce teachers who can quantitatively demonstrate they can produce academic achievement gains and desirable behavior changes in all special education students

ED 158 499 EC 111 900

Major, Suzanne T.

Evaluation of Adolescents with Learning Problems: Practical Solutions to Traditional Problems.

Pub Date-Jun 78
Note-13p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Adolescents, Criterion Referenced Tests, Educational Diagnosis, *Evaluation Methods, Guidelines, *Learning Disabilities, Norm Referenced Tests, *Student Evaluation

The paper presents guidelines for evaluation of learning disabled adolescents and reviews measures available for use in the diagnosis of the handicapped student. Discussed are the advantages and disadvantages of norm referenced and criterion referenced measures. A checklist for use with students suspected to have difficulties is outlined.

ED 158 561 FL 009 582

Jarvis, Gilbert A., Ed.

An Integrative Approach to Foreign Language Teaching: Choosing Among the Options. ACTFL Foreign Language Education Series, Vol. 8.

American Council on the Teaching of Foreign Languages, New York, N.Y.

Pub Date-76

Note-408p.

Available from-National Textbook Company, 8259 Niles Center Road, Skokie, Illinois 60076 ($21.50 hardbound, $14.50 paperback)

EDRS Price MF-$0.83 HC-$22.09 Plus Postage.

Descriptors-Continuous Learning, Curriculum Development, Educational Research, Elementary Secondary Education, Fles, Higher Education, Humanistic Education, Language Attitudes, *Language Instruction, *Language Programs, Language Research, Language Teachers, *Modern

ED 158 605 FL 009 718

Peter, Katherine, Ed.
Sapir John Haa Googwandak 2.
Alaska Univ., Fairbanks. Alaska Native Language Center.
Pub Date-Aug 74
Note-28p.
Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701 ($1.00)
Language-Athapascan; English
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Alaska Natives, American Indian Languages, *Athapascan Languages, *Childrens Literature, Cultural Background, Elementary Education, *Instructional Materials, *Language Instruction, Primary Education, Reading Instruction, *Reading Materials, Textbooks, Uncommonly Taught Languages
Identifiers-Alaska, *Gwich in Athapascan

This reader is intended for advanced language students in a bilingual education setting on the elementary level. It includes myths and ethnographic accounts of Athapascan life. An English translation is inserted. (NCR)

from 1966-77; age distribution of faculty; distribution of students between art and science courses; and finance, fees, and expenditures. The current method of projecting full-time and sandwich student numbers is summarized and projections are presented on young home entrants, overseas and mature home entrants, and postgraduates. Higher education numbers from 1960-61 and statistical projections to 1995-96 are presented. (SW)

The 1973 Leicester Conference on `Authority, Leadership and Organization in the Universities,''' by Ron Glatter; The Conduct of Meetings,'' by L.F. Evans; and A Ripple in the Pool or the Value of a Staff Handbook,'' by Jean Rossiter. Noble-Nesbit and Walker summarize the proceedings in the final report. (LBH)

ED 158 665 HE 010 373

White, A. Leslie

Report on the Council of Graduate Schools-Graduate Record Examinations Board 1977-78 Survey of Graduate Enrollment. Part II.

Council of Graduate Schools in the U.S., Washington, D.C.; Graduate Record Examinations Board, Princeton, N.J.
Pub Date-Jun 78
Note-24p.; This report is also issued as CGS Communicator Special Report No. 14, June 1978''
Available from-Graduate Record Examinations Board, Princeton, New Jersey 08540
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-College Majors, Comparative Analysis, *Doctoral Degrees, Enrollment Rate, *Enrollment Trends, Fellowships, Graduate Students, *Graduate Study, Higher Education, *Masters Degrees, National Surveys, *School Surveys, Statistical Data, Student Application, *Student Characteristics, Teaching Assistants, Trend Analysis

A survey of graduate school enrollments provided responses from 309 of the 359 member schools of the Council of Graduate Schools in the United States. Data are provided on 1976 and 1977 enrollments and percent changes in enrollments by discipline area, first-time enrollment, male and female enrollment, and ethnic group enrollment. Percent changes from 1976 to 1977 are provided on service-oriented research assistantships by discipline area, service-oriented teaching assistantships, and non-service-oriented fellowships. Percent changes are provided on master's degrees and doctoral degrees awarded by discipline area and on full-time and part-time, first-time enrollment. Overall enrollment increases are apparently occurring in all discipline areas when all institutions are looked at as a single group; only education and humanities are showing decreases across nearly all institutional types. Although the number of women enrolled in Ph.D.-highest institutions continues to increase, women still enroll in smaller numbers than do men. The decline of fellowship support continues, but there have been small increases in the number of teaching assistantships and research assistantships in all discipline areas. The total number of master's degrees awarded shows a slight decrease in the areas of education, humanities, and engineering, while the number of Ph.D.'s awarded decreased in all areas. (SW)

ED 158 685 HE 010 400

Study of Salary Between Male and Female Faculty Members of the State of Maryland Public 4-Year Institutions.

Maryland State Board for Higher Education, Annapolis.
Report No.-MSBHE-9-77
Pub Date- 78
Note-12p.; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Academic Rank (Professional), *College Faculty, Equal Opportunities (Jobs), *Females, Higher Education, Predictor Variables, *Salary Differentials, *Sex Discrimination, *State Colleges, State Universities, Teacher Promotion, Teacher Salaries, Women Teachers
Identifiers-*Maryland, University of Maryland

Differences in salaries by sex were studied among the faculty of Maryland public higher education institutions. Focus was on the overall pattern, with consideration of the issue of promotion to rank at the University of Maryland and the state colleges and universities. The scope of the study was limited to full-time, permanent faculty, and data were collected on annual salary, type of contract, highest degree obtained, year the highest degree was awarded, years employed in the current institutions, age, academic rank, years in current rank, HEGIS discipline, and sex. Multiple regression analysis was used. The findings include: (1) On the average, males and females teaching in the same fields, holding the same rank and having the same years of experience in that rank are paid approximately the same salaries. (2) Generally, there does not seem to be evidence of discrimination on account of sex in promotion to academic rank at the state colleges and universities. (3) The University of Maryland's data show a general pattern of different rates of promotion to rank for males and females, but this result may not be definitive evidence of discrimination. (4) Two limitations apply to these conclusions: they are based on aggregate data and do not address individual cases, and the low number of women faculty presented statistical problems in some cases. (LBH)

ED 158 705 IR 006 023

Corbett, Wellesley T., Jr. Guttinger, Hellen I.
A Linkage Model for Dissemination: Assumptions, Strategies and Results. Research Monograph No. 24.
Florida Univ., Gainesville. P. K. Yonge Lab. School.
Pub Date-77
Note-26p.; Photographs may reproduce poorly
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Change Strategies, *Educational Change, Evaluation, Individualized Instruction, *Information Dissemination, *Models, Public Schools, Reading Instruction, Research and Development Centers
Identifiers-*Linkage Models

This study describes the assumptions and strategies of the Laboratory School's Linkage Model and evaluates the results of the utilization of the model by focusing on the dissemination of a developmental individualized reading program over a three-year period. The dissemination process resulted in a large number of schools implementing the program, and a high degree of participant satisfaction. The use of teams to provide for collective decision-making and peer-support appears to be crucial in the dissemination strategy for complex programs. (Author/VT)

ED 158 727 IR 006 182

Bunderson, C. Victor

Alternate Learning Strategies: The "Why?" Askers. Occasional Paper No. 4.

Brigham Young Univ., Provo, Utah. Div. of Instructional Research, Development, and Evaluation.

Spons Agency-Mitre Corp., McLean, Va.; National Science Foundation, Washington, D.C.

Pub Date-Mar 75

Contract-NSF-C-179

Note-8p.; Institute for Computer Uses in Education Series; For related documents, see IR 006 174, 177, 178 and IR 006 180, 181, 183

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Cognitive Style, Community Colleges, *Computer Assisted Instruction, Display Systems, Educational Technology, Higher Education, *Instructional Improvement, Instructional Innovation, Man Machine Systems, *Student Needs

Identifiers-*TICCIT Computer System

Students ask "why?" questions in the survey stage of using TICCIT lessons either because (1) they have holistic learning strategies, (2) they are searching for familiar bases upon which to attach new material, or (3) they desire to find out what relevance the lesson has for their future lives. In the design phase of TICCIT, an effort was made to answer the "why" question as it relates to the survey aspects of learning by introducing material that showed why a particular lesson or unit was important. However, the teaching and proctoring staff of a TICCIT class have the responsibility to deal with the additional "why?" questions which can only be answered by perceptive human beings, and to prompt students in the use of improved learning techniques. (CMV)

relation to their underlying assumptions regarding museum information and networking needs that have resulted in inadequate service to some kinds of museums, particularly historical museums. Rather than any of these systems, a modular approach is proposed that would allow each museum to fulfill its own self-determined information needs in the most flexible and least expensive manner possible. Information processing systems discussed include GRIPHOS (General Retrieval and Information Processor for Humanities-Oriented Studies) and the constraints placed on it by the MCN (Museum Computer Network); SELGEM (Self-Generating Master) a package of generalized computer programs developed by the Information Systems Division of the Smithsonian Institution primarily for use by museums for general information processing, collection documentation, and for related research-oriented projects; MIRS (Meta Information Retrieval System) and the W.H. Over Museum System each based upon the same assumption that museum information needs will be served if they have an adequate index to their collections; and GIPSY (Generalized Information Processing System) which assumes that rapid retrieval and display of specific records is the most important need to be satisfied. (Author/MBR) is developed, its interrelationship with the left hemisphere verbal languaging skills can proceed toward cognitive and cultural goals that could not possibly be achieved with either set of languaging skills alone. This is the beginning of the true democracy of the intellect, the most exciting development in the history of man. (VT)

on study findings, suggestions were made regarding the reorganization of the administrative structure of CCD, which included the use of a synthesis of centralized and decentralized modes of administration to maximize both efficiency and flexibility. Appendices include a compilation of survey data of functions at the 15 colleges/districts, questionnaire responses by college district, district organizational charts, and a selected bibliography. (TP)

Lyon, Robert

Texas Real Estate Curriculum Workshop Summary Report.

Texas A and M Univ., College Station. Texas Real Estate Research Center.
Pub Date-Jan 76
Note-44p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Community Colleges, *Course Content, Course Objectives, Curriculum Design, *Curriculum Development, *Curriculum Guides, *Junior Colleges, *Real Estate, Workshops
Identifiers-Texas

The Texas Real Estate Research Center-Texas Education Agency (TRERC-TEA) curriculum workshop was attended by over 40 participants representing 26 Texas community colleges. These participants divided into eight small groups by real estate specialty area and developed curriculum outlines and learning objectives for the following real estate courses: (1) real estate appraisal; (2) brokerage; (3) finance; (4) investment; (5) Texas law as it relates to real estate; (6) principles and practice; (7) salemanship; and (8) titles, abstract, escrow, and closing procedures. In addition to the syllabi, the workshop agenda, a list of participants, and a summary of their evaluation of the workshop are included, as well as an outline of the constitution and bylaws of the Texas Real Estate Teachers Association. (MB)

the Kamehameha Early Education Program (KEEP). Student motivation was measured by observation of an unspecified number of subjects' on-task behavior i.e., how often they worked, attended to the teacher, or behaved as the situation required. Teachers who had received inservice training on the use of contingent social reinforcement were also observed on a regular basis and the frequency of their use of social reinforcement was recorded. Weekly summaries of the rate of positive social reinforcement and the percentage of children on-task were posted publicly. The data collected from these observations showed that the KEEP children's average on-task rate was 90 percent and that the percentage of disruptive behavior declined over the 6-month observation period to the point where an observer would see, on the average, only one child or no children being disruptive in the KEEP class. Although the teachers' rate of positive social reinforcement did not correlate with the children's on-task measures on a day-to-day level, the children's work behavior did show a drastic drop when an inexperienced teacher was present and a return to its previously high level when the original teacher, experienced in the use of social reinforcement, returned. It was thus concluded that the students' high level of motivation was attributable to the teachers' frequent use of verbal encouragement and praise. (JMB)

ED 158 856 PS 009 559

Falbo, Toni

The Achievement Attributions of Kindergarteners. Technical Report #39.

Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.

Spons Agency-California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.

Pub Date- 75

Note-16p.; For related documents, see PS 009 533-558 and PS 009 560-573

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Attribution Theory, Birth Order, *Demonstration Programs, Early Childhood Education, Hawaiians, Intelligence Quotient, *Kindergarten Children, *Motivation, Parental Background, Sex Differences, Socioeconomic Status

Identifiers-Hawaii, *Kamehameha Early Education Program

This study investigated whether kindergarten children have consistent preferences in explaining success and failure outcomes and whether these attributional preferences are related to other variables known to be associated with achievement motivation. The 48 Hawaiian kindergarteners who served as subjects were asked to explain a fictional outcome by choosing between the four attributional determinants of achievement: task difficulty, ability, effort, and luck, which were presented in paired comparison form. The subjects' IQ, income, and mothers' education, but not birth order, were found to be related to their attributional choices. The finding that 89% of the paired comparison choices were transitive indicates that kindergarten-aged subjects have formed the connection between achievement causes and achievement outcomes. Furthermore, the data indicate that the attributional patterns associated with high vs. low achievement can already be found among kindergarteners. (Author/JMB)

ED 158 878 PS 010 039

The Case Management Model: Trainer's Guide. Volume III.
Regional Inst. of Social Welfare Research, Athens, Ga.
Pub Date-77
Note-86p.; For Volumes I and II, see PS 010 037-38
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Caseworker Approach, *Delivery Systems, *Guides,
*Management Systems, *Social Services, *Training

This manual is intended to serve as a trainer's curriculum guide on the case management model for social service workers. It is divided into seven sections, each of which focuses on one of the basic requirements of the case management process. The seven process requirements examined are: (1) evaluation of service request or need, (2) eligibility determination, (3) planning of service objectives, (4) arrangements for linking clients with service providers, (5) provision of services, (6) overseeing the case, and (7) recordkeeping. Each section contains a content outline of the major purpose and procedures of each requirement, some key points to be emphasized about case management during training, and references and training recommendations. Included among the training recommendations are questions to be raised and suggestions on training methods, the use of accompanying videotapes and other support materials. The training issues and suggestions covering overseeing and recording are amplified in Appendix A. Appendix B provides the case management flow chart and system functions. Appendix C is a list of selected publications thought to be relevant to case management training. A guide to the accompanying video tapes for case management training is included in Appendix D. (Author/JMB)

practice are incorporated but not explored in detail. This guide is keyed to a series of videotapes intended for use in training social service workers in case management techniques. (JMB)

Lyon, Juana P., Comp.

The Indian Elder, A Forgotten American. Final Report on the National Indian Conference on Aging (1st, Phoenix, Arizona, June 15-17, 1976) Including Supplemental Documentation.

National Tribal Chairmen's Association, Inc.
Spons Agency-Administration on Aging (DHEW), Washington, D.C.
Pub Date-78
Grant-DHEW-OHD-AA-90-A-775
Note-619p.; Parts may be marginally legible due to smalll type
EDRS Price MF-$1.16 HC-$32.81 Plus Postage.
Descriptors-Alaska Natives, *American Indians, *Delivery Systems, *Gerontology, *Health Needs, *Health Services, Hearings, Housing, Legal Problems, Mental Health, Nursing Homes, Nutrition, *Older Adults, Organizations (Groups), Policy Formation, Population Trends, Program Development, Public Health Legislation, Reservations (Indian), Resource Allocations, Self Determination, Socioeconomic Background, Statistical Data, Transportation, Tribes
Identifiers-Sovereignty

A culmination of the efforts of many Indian and concerned non-Indian people, the conference, attended by almost 1,500 American Indians and Alaska Natives representing 171 tribes, aimed to promote effective and adequate services needed by the Indian elderly. Based on input from the Indian community and service providers, five concurrent workshops [illegible] scheduled to address the topics of income, environment, legal problems, physical well-being, and legislation. This report presents discussions of the: events which led to the conference; recommendations and resolutions submitted into the conference record; conference objectives and agenda; organization of workshops; background of the conference recommendations; implications and the follow-up. Also included are the highlights of conference background, planning, implementation, and evaluation; the questionnaire given to the Indian community and a summary of the responses; and the responses by the Administration on Aging at the regional and state levels. Appendices include discussions of the historical and legal perspectives of Tribal sovereignty and Tribal government, the National Congress of American Indians' position on aging concerns, the Indian Health Care Improvement Act, and social services to Indians through Title XX; comparative population data for Indians aged 65 and over living on identified reservations in selected states; statistical data of such tribes as the Mississippi Band of Choctaws, St. Regis Mohawk, Jicarilla Apache, and Miccosukee; and testimonies before various committees and subcommittees on aging. (NQ)

ED 158 915 RC 010 659

Spain, Peter L. And Others

Radio for Education and Development: Case Studies, Volume II. World Bank Staff Working Paper No. 266.

World Bank, Washington, D. C.

Pub Date-May 77

Note-264p.; For related document, see RC 010 658

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors-*Adult Basic Education, Adult Literacy, Agricultural Education, Case Studies, Change Strategies, Community Organizations, Costs, Delivery Systems, Developing Nations, *Educational Radio, Feedback, Group Activities, Health Education, Leadership Training, *Nonformal Education, *Programing (Broadcast), *Rural Development, *Rural Education, Technology

Identifiers-Alaska, Canada (North), Honduras, Senegal, Tanzania

Use of radio for nonformal education and development communications and the technical and economic considerations related to radio services are covered in this second volume of case studies on use of radio for education and development. Under radio and nonformal education are: an evaluation of radio schools as part of the popular promotion strategy of rural development in Honduras (focusing on adult basic education literacy, health, arithmetic, agriculture leadership training, and community organization); a report on harnessing radio to mass educational campaigns in Tanzania from first efforts to the massive health education campaign in 1973 (based on a radio series, supporting printed materials, organized radio study groups); a description of a pilot project in Senegal coupling rural educational radio programs to community listening and feedback; an explanation of three paradigms for open broadcast educational radio (top-down and bottom-up communication and a synthesis of the two); and guidelines for radio forums as a rural development strategy. Under radio for development communications are case studies on community use of radio in the Canadian North and interactive radio for health care and education in Alaska. A final section covers technical and economic considerations that should go into planning radio services in order to attain development goals. (RS)

highly rated consensus items among types. (RS)

ED 158 933 RC 010 693

Lionberger, Herbert F. Pope, LaVern A.

Types and Role Performance of the Extension Field Staff in a Midwestern University.

Pub Date-9 Aug 78

Note-35p.; Tables I and III may not reproduce well due to small print size of original

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Adult Farmer Education, *Behavior Patterns, Communication (Thought Transfer), Community Development, *Extension Agents, *Extension Education, Individual Development, *Information Dissemination, *Information Networks, Problem Solving, Q Sort, Research Utilization, *Role Perception, Rural Areas, Teacher Role, University Extension

Identifiers-Missouri

To identify and describe extension role types, all educational assistants in the Small Farm Program, agricultural specialists, and community development and local government specialists in Missouri were asked to fill out questionnaires asking how frequently they performed 56 activities broadly representing what extension field staff might do. Analysis of data from the 249 respondents was done by Q-methodology plus factor analysis. Five distinctive modes of operation were defined as teacher therapist, teacher extensionist, people-oriented problem solvers, public servant, and extension activist. Though some differences existed, as a whole, extension staff most emphasized roles conducive to developing managerial and problem-solving capabilities of their clients. Secondarily, they operated as conveyors of information from the university; no role type operated primarily as hard sell information conveyors. Agricultural specialists and educational assistants stressed information-conveyor and client-protector roles more than in community development and were more inclined to communicate in-field informational needs back to researchers. Educational assistants involved clients in extension programs and trained local leaders less than did subject matter specialists. Community development specialists helped clients achieve their objectives more through organized group effort and agency linkages. (RS)

Identifiers-Chicanos, Native Americans

The monograph presents seven papers which challenge the extent to which experiential backgrounds are used in the context of the school's teaching-learning process. The first paper discusses mind sets, multi-cultural variants and mastery learning, maintaining that many minority students are victims of educational mind sets. Next, past and present research on how black children learn, and what can be done to educate them more effectively are discussed. The third paper addresses selected problems experienced by most Chicano children upon entering the school culture and presents several essential factors that, if used, will help teachers design educational approaches to better meet the needs of these students. The next paper discusses lifestyles of Native Americans from rural-reservation environments; compares achievement and intelligence potential of Native and non-Native American children; and maintains that there is a direct relationship between Native American culture and learning styles. The fifth paper suggests that differential learning styles are more related to economic status than to ethnic status and that the problems faced by poor whites are not related to learning styles per se. Working from Old World antecedents, Chinese values transformed and created on American shores are examined in the next paper. Two learning styles are distinguished from the characterological types that have emerged from these experiences: the heterodox (warrior) and the orthodox (victim). Finally, a schema for developing instructional units for diverse teaching-learning styles within multicultural classroom settings is given. (Author/NQ)

ED 158 976 SE 024 666

Craig, W. S., Comp. And Others

Ornamental and Turf Pest Control for Commercial Applicators: Pest Control of Ornamental Plants; NCR 12, Lawn Diseases in the Midwest; NCR 26, Lawn Weeds and their Control. Manual 80.

Missouri Univ., Columbia. Agricultural Experiment Station.; Missouri Univ., Columbia. Extension Div.

Pub Date-75

Note-46p.; For related documents, see SE 024 665-671 and SE 024 748-751; Contains occasional light and broken type; Guide to Chemical Control of Turfgrass Diseases" marginally legible

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Certification, Disease Control, *Instructional Materials, *Ornamental Horticulture, *Pesticides, *Post Secondary Education, Safety, Turf Management, Units of Study

Identifiers-*Missouri

This training manual provides information needed to meet the minimum EPA standards for certification as a commercial applicator of pesticides in the ornamental and turf pest control category. The text discusses pest control of ornamental plants, lawn diseases, and lawn weeds and their control. (CS)

ED 159 003 SE 024 742

Apply Pesticides Properly: A Guide for Pesticide Applicators.
Florida Univ., Gainesville. Florida Cooperative Extension Service.
Pub Date- 77
Note-85p.; Colored shadings and pesticide labels will not reproduce well
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Agricultural Production, Botany, *Certification, *Disease Control, *Instructional Materials, Job Skills, Legislation, *Pesticides, *Post Secondary Education, Safety, Zoology
Identifiers-Florida, *Pest Control

This manual is designed as a guide for pesticide applicators to meet specific standards required for certification by federal regulations or state law. The eight sections included describe: (1) The most common features of pests, how they develop, and the kinds of damage they do; (2) Methods used to control pests and how to combine these methods for the best results; (3) How pesticides work; (4) How pesticide labels help pesticide applicators; (5) How pesticides can be used safely; (6) How to choose, use, and care for equipment; and (7) Federal laws and regulations. A glossary of terms used in pest control is presented at the end of this publication. (HM)

The Stanford University School of Engineering ... Consider the Possibility.

Stanford Univ., Calif. School of Engineering.
Pub Date- 76
Note-16p.; Photographs may not reproduce well
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Career Opportunities, College Programs, *Employment Opportunities, *Engineering Education, Higher Education, *Professional Education, Reference Materials, Science Education, *Womens Education, Working Women

This booklet is designed to interest and recruit high school females for a career in engineering. Descriptions of employment opportunities, work responsibilities, and the engineering program at Stanford University are included. Quotes from women engineering students accompany photographs of student life at Stanford. Also provided are short biographies of successful women engineers and those personality characteristics that they share. (MA)

in brief; addresses, phone numbers and contacts are listed. The materials included in the bibliography were chosen on the basis of content, clarity of presentation and accuracy. A brief description of each publication's contents follows the usual bibliographic information; title, author, publisher, place, year, and current price if available. The bibliography includes both books and periodicals. The directory consists of three sections: (1) Private organizations; (2) Government agencies; and (3) Utilities. (MR)

text has been adjusted downward, chapters shortened, and additional concrete examples included. Nevertheless, the authors warn that the text may not be appropriate for the very slow non-college-bound student. Chapter topics include: rational numbers and fractions, non-metric geometry, rational numbers and the number line, decimals, and ratio and percent. (MN)

categories are: research bibliographies; women's studies resources; American Psychological Association documents related to women's issues; journals, newsletters, and periodicals; women and media resources; the women's movement; psychology of women; battered women; marriage, motherhood, divorce, and widowhood; sex roles, sexism, and non-sexism; non-sexist resource materials; non-sexist films and filmstrips; women and work; careers; mid-life crises in women; lesbianism; health resources; religion; and miscellaneous resources for women. (AV) contributions to black kinship and cultural ties. Primary sources such as "Twelve Years a Slave," by Solomon Northrup, and "Aunt Sally: The Cross Way of Freedom," author unknown, characterize the conflicting roles played by black women in plantation life. Roles included mother, wife, sister, aunt, grandmother, family member, propagator of the black race, field laborer, domestic slave, transmitter of values to black children, and concubine to white slave owners. The body of slave narratives reveals a cross-section of relatively contented, well-treated and cooperative slaves and bitterly rebellious ones. Review of the literature indicates that black women were often able to help maintain stable family relationships and that black familial bonds were too strong to be completely severed by white oppression. (Author/DB)

ED 159 138 SP 012 913

Elliott, Peggy G.

Field Experiences in Preservice Teacher Education. Bibliographies on Educational Topics No. 9.

ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 78
Note-96p.; Type size is small throughout
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Annotated Bibliographies, *Field Experience Programs, *Preservice Education, Program Development, Student Experience, *Student Teachers

Concerned with the growing attention to providing more, earlier, and better field experiences for students in preservice education programs, this publication supplies both introductory notes and an annotated bibliography as a resource and point of departure for researchers and teachers. The introductory notes provide: (1) a definition of preservice teacher preparation field experience; (2) a background of the field experience component from the Middle Ages to the present; (3) reasons for present emphasis on field experience programs; and (4) notes on existing research and literature, criteria for bibliographic entries, and other available resources. The literature, including citations from 1968 to 19[illegible] was selected from two files contained in the Educational Resources Information Center (ERIC) data base: Resources in Education (RIE) and Current Index to Journals in Education (CIJE). (DS)

responsibility for field-based experiences of preservice teachers fit into the school's need to insure pupil and professional accountability? (8) Should the public agree to the school's participation in teacher preparation? Seven problems are raised from the perspective of the university or college: (1) Will increased field experiences improve the quality of teacher preparation programs? (2) If schools of education maintain present organizational structures compatible with the arts and sciences, can teacher educators establish more than peripheral relationships with the field? (3) If teacher educators become more field-based, are they committing professional suicide within the university? (4) If professional schools of education are closely aligned with the field, will subject area methods faculty press to join departments in the arts and sciences? (5) Should teacher educators turn supervision of field-based experiences over to classroom teachers? (6) Is the liberal arts model dysfunctional for schools of education? (7) Does the background and training of teacher educators allow them to consider other ways of organizing schools of education? (JD)

conclusion from a set of premises. Deductive logic uses syllogisms and is abstract. Inductive logic is both empirical and abstract. Although inductive judgments cannot reliably tell us anything about particulars, we do in fact rely upon induction, and it constitutes our only possibility of making contact with the empirical manifold. Inductive reasoning may be used either to generate laws or to form judgments of probability. Item analysis data are presented, as are reliability coefficients. (Author/CTM)

ED 158 626 HE 010 161

Astin, Alexander W.

Data Pertaining to the Education of Women: A Challenge to the Federal Government.

Pub Date-28 Apr 78

Note-24p.; Prepared for the Census Bureau Conference on Issues in Federal Statistical Needs Relating to Women (April 27-28, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Administrator Selection, Affirmative Action, Career Planning, Data Analysis, Educational Assessment, Elementary Secondary Education, *Equal Education, *Equal Opportunities (Jobs), *Females, Government Role, Higher Education, Information Needs, National Surveys, *Sex Discrimination, Sex Stereotypes, *Womens Education

Data requirements for a comprehensive assessment of the educational status of women are evaluated. Issues concerning school personnel and women's educational development are considered. Postsecondary and elementary/secondary education are considered separately. Sex role stereotyping of teachers and administrators and numbers and ranking of men and women in academics are addressed. The federal government needs a mechanism for surveying recruitment and promotion of college faculty that provides data on faculty sex distributions by rank, longitudinal surveys of individual faculty members, and separate tabulations of newly-promoted and newly-hired faculty. Similar needs exist for elementary and secondary systems. Regular monitoring is needed of faculty pay scales among institutions differing in faculty sex composition. Analyses and dissemination of information on the sex composition of school administrators are needed. Monitoring of the educational status of women should address educational progress (degrees obtained), education experiences (characterisitcs of education programs), fields of study, and persistence rates. Annual surveys on the educational status of women should include 10 or 15-year trends in enrollments and degrees awarded for men and women. Information is presented on these trends. Factors influencing women's career development and low mathematics interests and skills at the elementary and secondary levels need to be explored. The current federal data collection methods of institutional surveys, informants, and self-reports are described. (SW)

ED 158 646 HE 010 341

Piper, David Warren Glatter, Ron

University of Barset. In-Basket Exercise. Organiser's Copy. SDU Staff Development in Universities Programme.

London Univ. (England). Inst. of Education.

Pub Date-73

Note-22p.

Available from-University of London Institute of Education, UTMU, 55 Gordon Square, London WC1H 0NT, England

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Administrative Personnel, Administrative Principles, *Administrator Role, *College Administration, Foreign Countries, Higher Education, Institutional Administration, *Leaders Guides, Organizational Development, Role Playing, *Training Techniques

Identifiers-Great Britain, University of Barset (England)

An exercise is presented that is designed as a training aid for junior administrative and/or academic staff in their first 6 years of service in universities. It is intended to help participants think about management principles in general while trying out their own ideas for solving the specific problems outlined. It will also permit individuals to try alternative roles. The exercise provides a basic framework for including sub-exercises specifically related to an institution or group of institutions. Principles rather than particular situations are emphasized. The exercise may be carried out in three stages: individual response, group discussions, and plenary session. Situations at the University of Barset are used as study examples or in-basket'' exercises. Among the issues are the following: advertising of undergraduate courses, classifying higher degree results, student membership on senate and council committees, and the semi-independent status of the Business School. A description is provided of the university and its locale, and current problems are outlined. Correspondence and proposals detailing the administrative situations are included. (SW)

ED 158 773 IR 006 414

Case, Christine L.

The Development, Implementation and Evaluation of Individualized Instruction in Laboratory for Man in a Biological World at Skyline College.

Pub Date-78

Note-124p.; Ph.D. Dissertation, Nova University

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-*Autoinstructional Laboratories, Biology Instruction, College Instruction, *Course Evaluation, *Individualized Instruction, *Instructional Design, *Intermode Differences, Literature Reviews, Statistical Analysis

Identifiers-California (San Bruno), Skyline College CA

This study was undertaken to determine the effects of individualized instruction on enrollment, attrition, achievement, and student attitude in a general biology course for non-science majors. Fifteen auto-tutorial minicourses were designed for use in the laboratory part of the course, each consisting of a printed study guide, slide-tape module, laboratory exercise, grade-option activity, objective post-test, and evaluation. Data from the classes receiving conventional instruction during the spring of 1977 were compared to data gathered during the fall semester using auto-tutorial instruction. Results showed that enrollment and student retention were improved using auto-tutorial instruction. Final grades received by the experimental group were significantly higher than those achieved by students in conventional classes. A direct correlation was shown between time spent in the laboratory and final grades. Students' attitudes were positive about auto-tutorial instruction and the minicourses, which were found to be of generally good quality, contributed to the learning of the students. Although no preference for either type instruction was shown by the auto-tutorial students, the students in conventional classes favored that type of instruction. (VT)

ED 158 796 JC 780 453

Clark, Robert M.

Analysis of Special Counseling Students Entering Fall, 1977.

Reedley Coll., Calif.

Pub Date-19 May 78

Note-12p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Academic Achievement, Age, College Majors, Community Colleges, *Counseling Effectiveness, Day Students, *Educational Counseling, Educationally Disadvantaged, Grade Point Average, *Junior Colleges, *Junior College Students, *Low Achievers

Title V of the California State Administrative Codes requires community colleges to provide special counseling services for students who are not high school graduates or who are graduates with less than a 2.0 high school grade point average (GPA). In an effort to better serve the special counseling students at Reedley College (California), 18 special counseling day students were identified, and a number of comparisons were made between general and specific majors, Opportunities and Supportive Instructional Services (OASIS) and non-OASIS students, and students under and over 22 years of age. Results, which were determined to be significant at least to the 5% level of confidence, indicated that specific majors had fewer counseling contacts and higher GPAs; OASIS students completed fewer units and more frequently received financial aid; and students over 22 had higher GPAs (above 2.0), were more frequently general majors and less frequently high school graduates. None of the 18 students completely withdrew during the semester, and all 18 registered for at least one course in the following spring. Raw data covering major, status, units attempted, units completed, withdrawals, GPA, financial aid, OASIS status, and age are presented in tabular form. (TP)

ED 159 053 SE 024 898

Runion, Garth E. Lockwood, James R.
Deductive Systems: Finite and Non-Euclidean Geometries.
National Council of Teachers of Mathematics, Inc., Reston, Va.
Pub Date-78
Note-90p.
Available from-National Council of Teachers of Mathematics, Inc., 1906 Association Drive, Reston, Virginia 22091 (no price quoted)
Document Not Available from EDRS.
Descriptors-College Mathematics, *Deductive Methods, *Geometry, Higher Education, Independent Study, Mathematics Education, Reference Materials, Secondary Education, *Secondary School Mathematics, Short Courses, *Supplementary Reading Materials
Identifiers-*Finite Geometry, *Noneuclidean Geometry

The study of the non-Euclidean geometries resulting from changes in the Euclidean parallel postulate often strengthens an individual's awareness and understanding of the deductive systems of mathematics in general. Students at both the high school and college levels are frequently fascinated by the study of deductive systems such as the two non-Euclidean systems considered in this book. In chapter 1 several simple finite deductive systems are considered. The mathematical system considered in chapter 2 is usually referred to as Lobachevskian geometry, and that discussed in chapter 3 is Riemannian geometry. The book can be used as supplemental material for mathematics courses at both the high school and the college levels or as a primary text for a mini-course. In addition, it can be valuable for secondary school students doing individualized or independent study. (Author/MP)

ED 159 078 SE 024 959

Haag, V. H. And Others

Introduction to Secondary School Mathematics, Volume 1, Teacher's Commentary, Unit 39. Revised Edition.

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-62
Note-288p.; For related documents, see SE 024 957-962
EDRS Price MF-$0.83 HC-$15.39 Plus Postage.
Descriptors-Curriculum, Geometric Concepts, *Grade 7, *Instruction, Junior High Schools, Mathematics Education, Number Concepts, Secondary Education, *Secondary School Mathematics, *Teaching Guides
Identifiers-*School Mathematics Study Group

This is volume one of a two-volume manual for teachers using SMSG text materials for students in grades 7 and 8 whose mathematical talents are underdeveloped. The overall purpose for each of the chapters is described and the mathematical development detailed. Background information for key concepts, answers for all exercises in each chapter, and suggested test items are provided. Chapter topics include: number symbols, whole numbers, non-metric geometry, factoring and primes, rational numbers and fractions, rational numbers and the number line, decimals, and ratio and percent. (MN)

ED 159 099 SO 011 108

Kaufman-Everett, Ileen N.

The League of Women Voters of the United States: A Case Study in Organizational Communication.

Pub Date-3 Dec 77

Note-20p.; Paper presented at Speech Communication Association Convention (Washington, D.C., December 3, 1977)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Case Studies, Citizen Participation, Community Organizations, Decision Making Skills, *Females, *Group Structure, National Organizations, *Organizational Communication, Organizational Development, Organizational Effectiveness, *Organizations (Groups), *Political Issues, Political Power, Political Socialization, Politics, Program Descriptions, Standards, Values

Identifiers-*League of Women Voters

The paper analyzes structure and organizational communication within the League of Women Voters. The document is presented in three major sections. The first section traces the history of the League of Women Voters from its origins in the women's suffrage movement to its current involvement with international relations, human rights, and environmental quality. Section two discusses the League's structure and membership. It is a large multi-organization which stresses differentiation into units, integration of activities among units, and adaptation of activities to changing conditions. The League is divided into local, state, and national units, and comprises approximately 140,000 members. Apphoximately 4,000 members are men. Members work on local, state, and national issues in cooperation with league units concerned with those issues. Section three analyzes the League's approach to organizational communication. The League encourages communication among members as well as integration and cooperation among units. Each unit has its own officers and Board of Directors responsible for management of their particular League and who act as representatives of the general membership. Leagues at all levels sponsor committees, workshops, discussion units, and general membership meetings. All members are encouraged to participate in as many activities as possible and to share leadership roles. (Author/DB)

ED 159 118 SO 011 135

Planning Consumer Education Programs for Residents of Prisons and Pre-Release Centers.

Southern Illinois Univ., Carbondale. Dept. of Family Economics and Management.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date- 78

Note-54p.; Exhibit 1 may not reproduce clearly in hard copy due to small type size in original document

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Adult Education, Banking, Budgeting, *Consumer Education, *Correctional Education, Credit (Finance), Curriculum Guides, Health Insurance, Institutionalized Persons, Leisure Time, Money Management, Motor Vehicles, Personal Adjustment, *Prisoners, Program Content, *Program Descriptions, Program Development, Resource Guides, Teaching Methods

The pamphlet describes the development of a consumer education program for prison inmates, and presents 12 curriculum guides on consumer topics relevant to prisoners. Because prison inmates spend time removed from the changing economic marketplace, and because many crimes stem from financial and economic problems, it is important to educate and prepare inmates for re-entry into the consumer's world. A task force involved in planning the pQogram determined that (1) instructional material must be suitable to a variety of reading levels, (2) audiovisual material and seminar/discussion format would be most effective, (3) motivation to attend would require special attention, and (4) scheduling must not conflict with other activities and requirements of prison life. The 12 guides, which were developed on topics of special interest to inmates, include suggested resource materials, learning objectives, and teacher references. Topics are consumer credit, money management and budgets, food purchasing, clothing values, shelter, health insurance, automobile ownership and operation, automobile insurance, checking accounts and banking, life insurance, consumer complaints, and recreation and leisure time. (AV)

ED 159 182 TM 007 359

Borich, Gary D. And Others

An Index for Determining the Importance of a Region of Significance and Some Applications to Published ATI Research.

Pub Date- 75
Note-16p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Analysis of Covariance, *Differences, Hypothesis Testing, Literature Reviews, Predictive Measurement, *Tests of Significance
Identifiers-*Aptitude Treatment Interaction

The homogeneity of group regressions test and regions of significance test are two procedures which are frequently recommended for testing and aptitude-treatment or trait-treatment interaction (ATI) hypothesis. The former is used to determine if treatment group regressions are nonparallel while the latter is used to determine the range of aptitude values for which the heterogeneous group regessions are significantly different. While the above procedures have become somewhat commonplace among ATI researchers, quantitative indices which can be used to determine the practical importance of a region of significance are conspicuously absent from any discussion of ATI methodology. The purpose of this paper is to outline a quantitative procedure for determining the practical importance of a region of significance and to illustrate by reanalysing data from published ATI research studies that a failure to use the procedure could lead to trivial and/or erroneous research conclusions. (Author/CTM)

Peter, Katherine
Sapir John Han Googwandak I.
Alaska Univ., Fairbanks. Alaska Native Language Center.
Pub Date-Jul 74
Note-20p.
Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701 ($1.00)
Language-English; Athapascan
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Alaska Natives, American Indian Languages, *Athapascan Languages, Bilingual Education, Childrens Literature, Elementary Education, Folk Culture, *Instructional Materials, *Language Instruction, Mythology, *Reading Instruction, *Reading Materials, Short Stories, *Tales, Textbooks, Uncommonly Taught Languages
Identifiers-Alaska, *Gwich in Athapascan

This reader is intended for use in a bilingual education setting with advanced students of Gwich'in Athabascan. It consists of three traditional Athapascan myths. A free translation in English is provided for each story. (NCR)

ED 158 706 IR 006 066

Rush, Carole E.

An Information System for History Museums. Museum Data Bank Research Report No. 11.

Pub Date-Apr 77
Note-23p.; A report of the defunct Museum Data Bank Committee
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Activities, Definitions, Diagrams, *Electronic Data Processing, *History, Information Needs, *Museums, Planning, Records (Forms), *Systems Analysis

The analyses required for the design of an integrated record-keeping system in a history museum and the steps required to implement such a system are presented. The analyses include an examination of the management philosophy; the activities within the museum which require written records and the various data files desirable to support these activities; the process of identifying, defining, and controlling data categories which must appear in the museum's files; and the design of interrelated files. The implementation steps include the design of forms for recording data; the creation and specification of rules to control the flow of information and the museum-wide management of the record system; selection of a computer system, if one is to be used; and design of a versatile report system to facilitate the actual use of the data records. The analysis is worthwhile even if no contemplated use of computers is foreseen. (Author/MBR)

ED 158 750 IR 006 347

Swinney, H. J.

Characteristics of History Museum Activity and Their Influence on Potential Electronic Cataloging. Research Report 8.

Pub Date-Mar 76
Note-10p.; Prepared by the now defunct Museum Data Bank Committee
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Activities, Classification, Comparative Analysis, *Design Needs, *Electronic Data Processing, Facility Inventory, *History, *Museums, Problems, Statistical Data

The broad patterns exhibited by history museums and their collections the politico-geographical base, the size and collections, unsystematic acquisition, wide range of object types, and lack of categorization, and the lack of scholarly discipline to help development differ from those of art and science museums, making their electronic data processing needs different. The application of these techniques in history museums should be geared toward inventory control rather than loan exhibitions (which rarely occur) or the capacity for research oriented comparison and counting of data (which is what these systems are geared toward in other museums). There is a need for these systems in history museums now, and there will be a greater need in the immediate future; however, the solutions and pilot projects in other types of museums, while instructive, are not entirely applicable to the history museum. (MBR)

ED 158 816 JC 780 474

Boland, Clay A., Jr.

Homer's Odyssey and Humanistic Education: Towards a Theory of the Humanities.

Claremont Graduate School, Calif.
Spons Agency-Andrew W. Mellon Foundation, New York, N.Y.; Department of Health, Education, and Welfare, Washington, D.C.; National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-Jun 78
Note-31p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Classical Literature, *Humanism, *Humanistic Education, Humanities Instruction, *Individual Development, *Post Secondary Education, Self Actualization, Values
Identifiers-Odyssey

Homer's Odyssey can serve as a good source of working definitions of humanism, humanist, humanities, and their relation to humanistic education, a concept which has been adulterated by some, misplaced by others, and diluted by many. Humanism is defined as an attitude that man is independent of any devine realm and therefore responsible for himself and his society; the humanist is a model in his life-style, attitudes, and goals, in his speech, writing, reading, interests, and teaching of humanistic virtues; the humanities are the affective aspects of self-discipline, brotherly love, openmindedness, ethical behavior, dignity, grace, virtue, and excellence. Humanistic education, being the sum total of these, is the humanities taught by a humanist in a spirit of humanism. The Odyssey provides material for humanistic education's broadest subject areas: man's responsibility to himself, his family, and his society; his existence in the midst of an impersonal and 'indifferent' nature; and his attitude to the vagaries and arbitrariness of fate. The ideal common to all these areas of life is the need for self-discipline. A humanistic education should devote itself to the integration of the total person and the realization of the best of individual capabilities. A bibliography is included. (MB)

ED 158 836 PS 009 539

Sueoka, Sarah And Others

Training of Classroom Relevant Behaviors with the Staats Box.'' Technical Report #9.

Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.

Spons Agency-California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.

Pub Date- 74

Note-15p.; For related documents, see PS 009 533-538 and PS 009 540-573

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Anti Social Behavior, *Behavior Change, Case Studies, *Classroom Observation Techniques, Early Childhood Education, Hawaiians, Hyperactivity, *Kindergarten Children, *Maladjustment, Reinforcement, Research, Teacher Role, *Verbal Operant Conditioning

Identifiers-Hawaii, *Kamehameha Early Education Program

This case study of a kindergarten boy in the Kamehameha Early Education Program (KEEP) suggests that specific operant training in school-relevant behaviors can facilitate classroom adjustment if the training is coordinated with the regular classroom teacher. The subject, considered unmanageable, hyperactive, and aggressive by the staff at his preschool, enrolled in the KEEP kindergarten and was given simple operant training in a Staats Box'' apparatus. In the Staats Box technique, the child works alone with the teacher outside the classroom. He sits next to a partition containing a slot, through which the teacher (who is visible to him) drops marbles into a jar at appropriate intervals. The target behaviors sitting, attending, raising hand and making correct verbal responses were explained to the subject, who was rewarded with a marble each time he responded appropriately to the teacher's questions. Materials used in the training were closely coordinated with the ongoing language experience in the regular classroom. The subject was observed for 20 minutes daily for 10 days prior to the Staats Box sessions, through six days of the training itself, and eight days subsequent to the training. Results indicate that frequencies of the target behaviors in the subject's regular kindergarten class increased both during Staats Box training and after the end of the training, and that the boy successfully adapted to the regular classroom. (CM)

ED 158 953 RC 010 736

Fernandez, Edward W. And Others

Persons of Spanish Origin in the United States: March 1978 (Advance Report). Population Characteristics, Current Population Reports. Series P-20, No. 328.

Bureau of the Census (DOC), Suitland, Md. Population Div.
Pub Date-Aug 78
Note-15p.; For related document, see ED 147 095
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Series P-20, No. 328, $0.90)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Academic Achievement, Age, *Census Figures, Cubans, *Demography, Employment, *Ethnic Origins, Income, Marital Status, Mexican Americans, National Surveys, *Population Trends, Puerto Ricans, Residential Patterns, *Socioeconomic Background, *Spanish Speaking, Tables (Data)

In March 1978 there were 12 million persons of Spanish origin in the United States: about 7.2 million of Mexican origin, 1.8 million of Puerto Rican origin, 700,000 of Cuban origin, 900,000 of Central or South American origin, and about 1.5 million of other Spanish origin. Of these, 85% resided in metropolitan areas. About 42% were under 18 years old, while only about 4% were 65 years old and over. Among those 25 to 29 years old, 57% had a high school education, as compared with only 30% of those 45 to 64 years old. About 21% of the families had incomes below the poverty level in 1977; only 9.7% had incomes of $25,000 or more. About 80% of the men were in the civilian labor force compared with 45% of the women. The median income for the men was $7,797 while the median income of the women was $3,669. Although both men and women of Spanish origin were about equally likely to be currently married in March 1978, the men were more likely than the women to have never been married, and the women were more likely than the men to be either widowed or divorced. This report presents advance data, collected in March 1978 by the Census Bureau, on the demographic, social and economic characteristics of persons of Spanish origin. Characteristics presented include age, sex, marital status, educational attainment, employment status, occupation, and income. Data on residence, income, and poverty status are shown for families of Spanish origin. (NQ)

ED 159 004 SE 024 748

Agricultural Animal Pest Control. Manual 90.
Missouri Univ., Columbia. Agricultural Experiment Station.; Missouri
Univ., Columbia. Extension Div.
Pub Date- 77
Note-21p.; For related documents, see SE 024 749-751 and SE 024 665-671
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Agricultural Production, *Certification, Entomology,
*Instructional Materials, *Livestock, *Pesticides, *Post Secondary
Education, Safety, Units of Study
Identifiers-*Missouri

This training manual provides information needed to meet the minimum EPA standards for certification as a commercial applicator of pesticides in the agricultural animal pest control category. The text discusses pesticide hazards, application techniques, and pests of livestock such as mosquitoes, flies, grubs and lice. (CS)

ED 159 031 SE 024 847

Adams, Roger And Others

Synthetic Organic Chemicals: United States Production and Sales, 1976.

United States International Trade Commission, Washington, D.C.

Report No.-USITC-Pub-833

Pub Date-77

Note-357p.; Not available in hard copy due to marginal legibility of original document

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 049-000-00046-4; $5.25)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Annual Reports, *Chemical Industry, *Data, *Manufacturing Industry, *Organic Chemistry, *Petroleum Industry, Science Education, Statistics, Tables (Data)

This is the sixth annual report of the U.S. Trade Commission on domestic production and sales of synthetic organic chemicals and the raw materials from which they are made. The report consists of 15 sections, each covering a specified group (based primarily on use) of organic chemicals as follows: tar and tar crudes; primary products from petroleum and natural gas; intermediates; dyes; pigments; medicinal chemicals; flavor and perfume materials; plastics and resins; rubber-processing chemicals; elastomers; plasticizers; surface-active agents; pesticides and related products; miscellaneous end-use chemicals and chemical products; and miscellaneous cyclic and acyclic chemicals. The first table in each section gives the production and sales data for each product, whereas the second table gives the manufacturers of each product using a three letter code and the third table lists the manufacturers, alphabetically. Appended are a directory of manufacturers, a list of U.S. imports of benzenoid chemicals and products, and a glossary of synonymous names of cyclic intermediates. (Author/BB)

ED 159 161 SP 013 041

Innovation in Inservice Education and Training of Teachers. Practice and Theory.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date-78

Note-61p.; Seminar held in Philadelphia, Pennsylvania (June 27-July 3, 1976)

Available from-OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue NW, Washington, D.C. 20036 ($3.50)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Conference Reports, Educational Policy, *Foreign Countries, Governance, Government Role, Inservice Programs, *Inservice Teacher Education, *Instructional Innovation, *International Educational Exchange, Teacher Improvement

Representatives from ten nations met to exchange experiences and information on the role attached to the Inservice Education and Training (INSET) needs of teachers. Four principal aims were defined for this report: (1) to summarize and synthesize the main findings from the first phase of a project on innovative approaches to the INSET of teachers, which presented the results of surveys of country experience and a previously held international seminar; (2) to identify some of the key policy issues that emerge from this first phase; (3) to explore the utility of certain theoretical ideas by rooting the synthesis in a provisional conceptual framework for continuing professional development in education; and (4) to identify ways in which the Organisation for Economic Cooperation and Development might usefully contribute to future work in the field of INSET. Appended are a bibliography of national reports, case studies of innovative approaches to INSET, and a provisional conceptual framework for INSET. (JD)

ED 158 977 SE 024 667

Demonstration and Research Pest Control. Manual 91.

Missouri Univ., Columbia. Agricultural Experiment Station.; Missouri Univ., Columbia. Extension Div.

Pub Date-77

Note-17p.; For related documents, see SE 024 665-671 and SE 024 748-751

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Biological Influences, *Certification, Demonstration Projects, Environment, *Instructional Materials, *Pesticides, *Post Secondary Education, *Research, Safety, *Units of Study

Identifiers-*Missouri

This training manual provides information needed to meet the minimum EPA standards for certification as a commercial applicator of pesticides in the demonstration and research pest control category. The text discusses pesticide-organism interactions such as penetration, transport, accumulation, and biological magnification. Integrating pesticides with other control practices is also presented. (CS)

DeVito, Alfred Norland, Floyd

An Integrated Approach to the Science Preparation of Prospective Elementary School Teachers.

Purdue Univ., Lafayette, Ind. Dept. of Education.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-78
Note-125p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Concept Teaching, Discovery Learning, *Elementary School Science, *Inquiry Training, *Preservice Education, *Science Course Improvement Project, Science Courses, Science Education, *Science Teachers, Teaching Techniques

A six-year project providing training for prospective elementary school science teachers is described. Phase one, a period of three years, involved a longitudinal study of a pilot group of students as they encountered science content and science teaching methodology, coupled with early and continued field teaching experiences. In the final three years, the project participants were involved in their senior-level student teaching experiences and their post-college teaching assignments. The major objective of the project was to institute a pilot program in the undergraduate preparation in science for elementary teachers leading to the development of a six-semester integrated science-methodology course coupled with early and continued elementary school teaching experience. Inquiry training beginning with basic and simple scientific concepts was the fundamental method of instruction. Included in this report are course outlines for each semester and evaluation of the project. Tests and checklists used in the project are appended. (JD)

ED 158 666   HE 010 374

Sheehan, Joseph C., Ed. And Others
Statistics on Social Work Education in the United States: 1975.
Council on Social Work Education, New York, N.Y.
Pub Date-76
Note-106p.
Available from-Council on Social Work Education, Inc., 345 East 46th Street, New York, N.Y. 10017
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Accreditation (Institutions), College Faculty, College Students, *Degrees (Titles), Directories, Doctoral Programs, *Enrollment, Graduate Study, Higher Education, Masters Degrees, National Surveys, *Professional Education, *Social Work, Statistical Data, *Statistical Surveys, Student Characteristics, Teacher Characteristics, Undergraduate Study

Descriptive statistics on students and faculty are presented in this annual publication. Information on the number of students receiving degrees are for the academic year 1974-75. Data were obtained from 216 approved programs, including 151 accredited bachelor's level and 81 master's level programs some in collaborative programs. Statistical tables are presented on: undergraduate students; master's students (including applications, advanced standing, enrollment, characteristics, financial aid, and concentrations and fields of practice); doctoral students; and college faculty (in terms of institutional characteristics, time in social work education, rank, primary responsibilities, salaries, sex, and ethnicity). Social work programs are identified by geographic region. A list is appended of all accredited graduate and undergraduate programs as well as the graduate program working toward accreditation and undergraduate candidacy programs. (LBH)

ED 158 686 HE 010 401

Miyares, Javier Brooks, Glenwood C., Jr.
Some Data on the Status of Women in the State Public Postsecondary Education Institutions.
Maryland State Board for Higher Education, Annapolis.
Report No.-MSBHE-4-77
Pub Date-Oct 77
Note-17p.; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-College Faculty, College Students, *Employment, *Enrollment Trends, *Females, Higher Education, Post Secondary Education, *Sex Discrimination, *State Colleges, State Universities, Statistical Data, *Status, Student Financial Aid, Teacher Salaries, Trend Analysis
Identifiers-*Maryland

The status of women in Maryland public higher education institutions is examined in this report prompted by the Governor's Commission on Women. The first part of the study deals with student data, including enrollment patterns, academic areas of interest, financial aid, and student progression. The second part covers employee data, such as salaries, tenured and non-tenured faculty, and occupational categories. These data show that women were a majority of the higher education enrollment in 1976. While they tended to be enrolled in two-year colleges and as part-time students, there is a clear trend that their participation in all segments and levels of the higher education system is increasing. In employment, there are disparities between the status of men and the status of women, but important variables should be controlled before any definite statement can be made. (Author/LBH)

ED 158 728 IR 006 183

Bunderson, C. Victor

The TICCIT Learner Control Language. Occasional Paper No. 5.

Brigham Young Univ., Provo, Utah. Inst. for Computer Uses in Education.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Dec 75
Contract-NSF-C729
Note-8p.; Institute for Computer Uses in Education Series; For related documents, see IR 006 174, 177, 178 and IR 006 180-182
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Computer Assisted Instruction, Cybernetics, Display Systems, Historical Reviews, *Instructional Design, *Instructional Innovation, Learning Motivation, *Learning Theories, Man Machine Systems, Programing Languages, *Technological Advancement
Identifiers-*TICCIT Computer System

The TICCIT command language is a synthesis between work in instructional psychology and cybernetics, and broadens the degrees of control available to students well beyond the capabilities of existing CAI systems. Student control commands manipulate important instructional variables and information is provided to guide the student's choice of presentation form, and inter-display relationships (easy-hard) as well as requests for instructional help. TICCIT is designed to provide students with optimal and transferable learning strategies, increased motivation, and attitudes of individual responsibility. (Author/CMV)

ED 158 857 PS 009 560

Fox, Candy

Pre- and Post-Test Results of KEEP Class 2: 1973-74. Technical Report #40.

Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.

Spons Agency-California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.

Pub Date- 74

Note-31p.; For related documents, see PS 009 533-559 and PS 009 561-573

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Comparative Analysis, *Demonstration Programs, Early Childhood Education, Educational Improvement, Hawaiians, *Kindergarten Children, *Socioeconomic Influences, *Standardized Tests

Identifiers-Hawaii, *Kamehameha Early Education Program

This report presents the pre-and posttest results for the kindergarten year of the Kamehameha Early Education Program (KEEP) Class 2, 1973-1974. Results are presented for the Wechsler Preschool and Primary Scale of intelligence (WPPSI), the Metropolitan Readiness Test (MRT), and the Standard English Repetition Test (SERT). Comparisons are made with the pre- and posttest results of Class 1's kindergarten year, 1972-1973. Significant correlates of the three tests and certain SES variables, such as parents' education and occupation, are presented. (Author/JMB)

ED 158 879 PS 010 051

Nye, Barbara A.

A Factorial Analysis of Variance and Resulting Norm Tables for Tennessee Head Start Children Based on the Developmental Test of Visual-Motor Integration.

Pub Date- 77

Note-84p.; For related document, see PS 010 050

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Analysis of Variance, *Eye Hand Coordination, *Norms, *Perceptual Development, Place of Residence, *Preschool Children, Preschool Education, Racial Differences, Research, Rural Urban Differences, *Screening Tests, Sex Differences

Identifiers-*Developmental Test of Visual Motor Integration, *Project Head Start, Tennessee

Data from a statewide screening of Tennessee Head Start children on the Developmental Test of Visual-Motor Integration (VMI) are analyzed in this report for two purposes: to determine whether sex, race, and residence have a significant influence on visual motor development as measured by the VMI, and to develop VMI norms for the Tennessee Head Start population. An initial review of literature relating to the study of norms and variable effects focuses on effects of gender, race and place of residence upon visual motor ability, and on various measurement scales. This is followed by a description of methods and procedures utilized in the present study. The VMI was administered individually to Tennessee Head Start children. Scores for 3,766 children aged 4 and 5 were analyzed for significant differences on three variables gender, race (black/white), and residential location (rural, urban, mixed urban-rural) by a 3-way analysis of variance. Homegeneity of variance for all levels of the three variables was determined. Results indicated (1) no significant differences between male and female scores, (2) significantly higher scores by white children than black children regardless of residential location, and (3) no significant differences between urban and rural children's mean scores, though both urban and rural children scored higher than children from mixed areas. General differences between norms generated by this study and the standardized norms are discussed and directions for further research identified. (CM)

ED 158 916 RC 010 661

Kuvlesky, William P.

The Variable Significance of Religion Among Ethnic Types of Rural Youth in the U.S.: A Synthesis of Research Results.

Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Spons Agency-Cooperative State Research Service (DOA), Washington, D.C.

Report No.-TAES-H-3286

Pub Date-Aug 78

Contract-USDA-CSRS-NC-128

Note-50p.; Paper presented at the Annual Meetings of the Rural Sociological Society (San Francisco, California, August, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Amish, Behavior Patterns, Black Youth, Comparative Analysis, *Ethnic Groups, Literature Reviews, Mexican Americans, Probability Theory, *Religious Factors, *Rural Youth, Social Behavior, *Social Influences, *Social Science Research, Spanish Americans, *Synthesis

Identifiers-Mennonites, New Mexico, Ohio, Texas

A comparative analysis of the findings of three studies involving widely varying ethnic groupings of rural youth was conducted in order to evolve a speculative frame of propositions about religion as a variable attribute of the life situation of rural youth, and to speculate about the possible significance of patterned variability in religious orientation and organization as an attribute of rural communities relative to its impact on the youth's self-defined interests and values. Representing New Mexico Spanish Americans, Ohio Mennonite-Amish, and Texas Mexican Americans, Blacks, and Anglos, and at least three cultural regions of the U.S. (South, Northeast, and Southwest), the studies did not focus on religious phenomena per se; however, each involved, as a part of other primary objectives, recording of observations on youth's religious behavior and orientations. All variable aspects of religion as it related to rural youth's orientations, behavior, and social contexts and which were included in any of the three studies were listed. Then a brief notational conclusion about what was found in reference to each study was given. It was concluded that religion will vary in its significance for the individuals included. At the same time, to the extent that religion varies as a social institution in the sociocultural context of a locality or a social area (consisting of similar local communities), it can have a patterned variability in significance for and impact on youth as a whole. (NQ)

Kastner, Bernice

Applications of Secondary School Mathematics.

National Council of Teachers of Mathematics, Inc., Reston, Va.
Pub Date-78
Note-106p.
Available from-National Council of Teachers of Mathematics, Inc., 1906 Association Drive, Reston, Virginia 22091 (no price quoted)

Document Not Available from EDRS.

Descriptors-Algebra, Calculus, College Mathematics, Geometry, *Mathematical Applications, *Mathematics Education, *Reference Materials, Secondary Education, *Secondary School Mathematics, Trigonometry

This text is based on the idea that teachers of mathematics at any level will find it advantageous to be able to point to interesting, useful, and diverse applications of the mathematics they teach. The first chapter describes several graphing techniques used for displaying data and finding meaningful relationships as a result. Subsequent chapters consider problems of current or historical interest in different fields. After some description of background information in the area of application, the text shows how the essential features are represented mathematically. For each topic, exercises are included that either develop the main ideas further or serve as concrete examples of the mathematics involved. The final chapter briefly considers some aspects of the process of mathematical modeling. An index of mathematical topics refers the reader to an appropriate chapter. The topics listed are: calculus, equations, exponents and logarithms, geometry, graphing, groups, matrices, modular arithmetic, percent, permutations and combinations, ratio and proportion, sequences, and trigonometry. (MP)

Haag, V. H. And Others
Introduction to Secondary School Mathematics, Volume 2, Student's Text, Part I, Unit 40. Revised Edition.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-65
Note-251p.; For related documents, see SE 024 957-962; Contains occasional light type
EDRS Price MF-$0.83 HC-$14.05 Plus Postage.
Descriptors-Curriculum, Geometric Concepts, *Grade 8, *Instructional Materials, Junior High Schools, Mathematics Education, Measurement, Number Concepts, Secondary Education, *Secondary School Mathematics, Statistics, *Textbooks
Identifiers-*School Mathematics Study Group

This is part one of a two-part SMSG text for grade eight students whose mathematical talents are underdeveloped. The reading level of this text has been adjusted downward, chapters shortened, and additional concrete examples included. Nevertheless, the authors warn that the text may not be appropriate for the very slow non-college-bound student. Chapter topics include: linear measurement, area and volume, angles and parallels, polygons and prisms, circles, and statistics and graphs. (MN)

ED 159 183 TM 007 367

Roid, Gale Haladyna, Tom

A Comparison of Several Multiple-Choice, Linguistic-Based Item Writing Algorithms.

Pub Date-Mar 78

Note-35p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Algorithms, *Cloze Procedure, Comparative Analysis, Complexity Level, *Criterion Referenced Tests, Higher Education, *Item Analysis, *Multiple Choice Tests, Reading Comprehension, Secondary Education, Standard Error of Measurement, Structural Analysis, *Test Construction, Test Items, Test Validity

The technology of transforming sentences from prose instruction into test questions was examined by comparing two methods of selecting sentences (keyword vs. rare singleton), two types of question words (nouns vs. adjectives), and two foil construction methods (writer's choice vs. algorithmic). Four item writers created items using each combination of the methods listed above, for a 1,000 word passage. A sample of 273 college and high school subjects were randomly assigned to pretests and posttests containing a balanced mixture of items of each type written by each item writer. Dependent measures were (1) the pattern of pretest and Posttest item difficulties; (2) the variability of item difficulties across item writers; (3) the standard error of measurement of scales composed of items of each type; and (4) the concurrent validity of these scales. No significant differences between item writers were found in the analysis of item difficulties. Keyword nouns, which are relatively rare words in American textbooks but occur very frequently in a prose passage, were found to be unacceptable as question words. Algorithmic methods of foil writing were found to be feasible. (Author/CTM)

ED 158 607 FL 009 720

Efebo, L. Awotua

Nembe Language Made Easy, Mie Lokomote Nembebibi. Occasional Publication No. 6.

Ibadan Univ. (Nigeria). Inst. of African Studies.

Pub Date-67

Note-132p.; Filmed from best copy available

Available from-Institute of African Studies, University of Ibadan, Ibadan, Nigeria (Some publication may be out of print)

Language-Nembe

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*African Languages, Dictionaries, Grammar, *Instructional Materials, *Language Instruction, Letters (Alphabet), *Nembe, Orthographic Symbols, Reading Materials, Textbooks, Uncommonly Taught Languages, *Vocabulary, *Word Lists

Identifiers-*Nigeria

This textbook on the Nembe language of Nigeria is written for students whose mother tongue is not Nember and for beginners in elementary school. In the introduction, notes on the new Nembe orthography are given, including vowels, nasalized vowels, consonants, tones, and word division. Notes on the grammar are next, with discussion of pronouns, verbs, negatives, questions, commands, adjective verbs, pairs of verbs, and nouns. Following are the English and Nembe alphabets. The main body of the book is an English-Nembe word list and a Nembe-English one. The word list with English as the source language includes headings of common salutations, important names, parts of the body, parts of a tree, names of birds, fish, food, fruits, animals, reptiles, days of the week, months and seasons, names of deformities, family names, occupations, parts of a building, furniture, utensils, and numbers. Translations from Nembe to English are all in the form of simple sentences. A number of stories in Nembe are next, concluding with the Nigerian national anthem in Nembe and English. (NCR)

ED 158 627 HE 010 175

Differing Types of Higher Education. Papers of the International Association of Universities. No. 14.

International Association of Universities, Paris (France).

Pub Date-12 Feb 77

Note-86p.; Fourth International Association of Universities Seminar Report (Alexandria, Egypt, February 7-12, 1977)

Available from-International Association of Universities, 1, rue Miollis, 75732 Paris, Cedex 15, France

Document Not Available from EDRS.

Descriptors-College Instruction, *Comparative Education, *Foreign Countries, Government School Relationship, *Higher Education, Institutional Research, Instructional Innovation, Interinstitutional Cooperation, *International Organizations, International Relations, Organizations (Groups), *Research Needs, Seminars, *University Administration

Identifiers-International Association of Universities

Papers are presented from the fourth seminar of the International Association of Universities (IAU) held in Alexandria, Egypt. Inaugural addresses are presented by M.L. Dowidar, former president of the University of Alexandria, A.R. El Heneidey, President of the University of Alexandria, H.E. Abd El Tawab Hodeib, Governor of Alexandria, and Roger Gaudry, President of IAU. The theme, the structures of university teaching and research,'' was addressed by P. Gonzales-Casenova from Latin America and by Mouley-Kriss Chabou from Algeria. A discussion on the political and ideological role of universities follows the addresses. The second theme, the university and other forms of higher education,'' was addressed by Walter Kroll from Germany and by A.A. Abdalla from Africa. A discussion on the actual functioning of the Gesamthochschule follows. A more in-depth examination of the structures of university teaching and research included an address by H. Ahrweiler from Paris on the essential characteristics of this area, an address by T. Kashiwazaki on innovation, and an address by O. Oladapo from Lagos. An examination of integrated systems of the university included remarks by Alberto Cazorla-Talleri from Peru and by W.J. Rodewald from Poland. An examination of diversified systems of the university included remarks by A.A. El Fadda of Saudi Arabia and G.D. Rochester from the United Kingdom. A summary and conclusions are included. (SW)

ED 158 647 HE 010 342

Piper, David Warren, Ed.

A National Purpose for Higher Education.

London Univ. (England). Inst. of Education.

Spons Agency-Joseph Rowntree Memorial Trust, York (England).

Pub Date-Mar 73

Note-57p.; Papers from a conference organized by the Department of Higher Education, University of London Institute of Education

Available from-University of London Institute of Education, UTMU, 55 Gordon Square, London WC1H 0NT, England

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*College Role, College Students, Conference Reports, *Consumer Protection, Foreign Countries, *Higher Education, Learning Experience, Political Issues, *Power Structure, *Social Problems, Social Responsibility, Student College Relationship, *Student Rights

Identifiers-*Great Britain

This selection of conference papers on a national purpose for higher education in England begins with an analysis of the distribution of power in Who Decides the Purposes?'' Maurice Kogan argues for a consumer council'' formally representing students. The concept of social purpose'' is examined by Bill Weinstein in Social Purposes in Search of Higher Education, or Higher Education in Search of Social Purposes?'' Among current social purposes are the provision of trained manpower, the moral development of students, and the diagnosis and cure for social ills general to society. In commentary, Brian Pippard suggests that two particular sources of pressure that bring change in universities are shortage of money and the growing power of students. A second commentary on Weinstein's paper is made by David Gray who supports the position that there is a need for academics to act politically and enlarges on their function as critics of society. In What Shall We Teach?'' Marjorie Reeves describes the following five elements that should be found in all higher education: the art of communication; techniques of mastery; the enrichment of understanding and enjoyment of other human beings; a feeling for the miraculous; and the ordering assessment of personal experience. In the last paper, An International View of Higher Education,'' Ladislav Cerych describes ways international comparisons can help clarify ideas on national purposes and makes favorable comparisons between Britain and the rest of Europe. (SW)

ED 158 707 IR 006 076

Perry, Elisabeth Israels Hacker, Harold
Access to the Past: The Librarian's Responsibility to the Future. Response prepared by Harold Hacker.
Pub Date-Mar 78
Note-43p.; Position paper and response prepared for the New York Governor's Conference on Libraries.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Architectural Barriers, Financial Problems, *Information Needs, *Libraries, *Library Services
Identifiers-*Access (Information), New York

The position taken is that convenient free access to information from all types of libraries is one guarantee that we will have the kind of society we want. Private endowments, foundation support, and federal funds should be sought. Specialized libraries ought to be considered national resources and funded accordingly. Other access problems needing attention are restricted hours, too little reference service, physical and psychological barriers, and no specialized programs for the institutionalized, the inner-city poor, and children. The response emphasizes such positive aspects of library access today as the use of library system borrower's cards and more convenient material return systems. The New York Libraries Inter-System Borrowing (NYLIB) provides cross-system access. Physical barriers are being removed and psychological barriers are absent; the major barrier is lack of public awareness. Public libraries are instituting programs to serve the visually handicapped and functionally illiterate, but services to rural residents and the institutionalized require funding. (Author/JAB)

ED 158 751 IR 006 350

Hull, William L.

Phase II: Resource and Referral Service, Research and Development Exchange. Final Report.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group. School Practice and Service Div.

Pub Date-12 Dec 77

Contract-400-77-0001

Note-40p.; For related documents, see ED 141 866 and ED 145 810

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Diffusion, *Educational Innovation, Educational Research, Educational Resources, *Information Dissemination, Information Networks, Information Systems, Planning, *Regional Programs, *Research and Development Centers

Activities of the Resource and Referral Service (RRS), a central service contractor to the Research and Development Exchange (RDx), are documented for the period between March 1, 1977, when Phase II was funded, to November 30, 1977. Product outputs from RRS are described and related to project objectives. The objectives, which correspond to components in RRS, are to develop a comprehensive resource base, provide prompt responses to inquiries for resource information, conduct a prototype information resources workshop, and design a research and development program. Titles of available Mini-Lists of resource organizations are identified, visits of consultants are discussed, and the participation of RRS and RDx activities are described. A list of resources mailed to regional exchanges and monthly transaction/interaction summaries and analysis sheets are appended. (Author/JPF)

ED 158 774 IR 006 415

Dentistry: A Select List of U.S. Government Produced Audiovisual Materials.

National Archives and Records Service (GSA), Washington, D.C.

Pub Date-77

Note-37p.

Available from-National AudioVisual Center, National Archives and Record Service, General Services Administration, Washington, D.C. 20409

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Audiovisual Aids, *Catalogs, *Dentistry, *Filmographies, Films, Filmstrips, *Indexes (Locaters), Slides, Video Tape Recordings

The National AudioVisual Center's materials on dentistry are presented in this catalog under 16 subject areas. Most of the materials listed are films; but books (accompanying an audiovisual program), filmstrips, slidesets, and videocassettes are also included. Entries contain all the information pertinent to a particular title, including a physical description of the material, information for purchasing or renting, a brief content description, and additional notes on use or production. (VT)

ED 158 797 JC 780 454

Parham, Kennon
Activity Coordinator for Homes for the Aged and Infirm and Family Care Homes.
North Carolina State Dept. of Community Colleges, Raleigh.
Report No.-PML-3100
Pub Date-Jul 78
Note-167p.
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-Activities, Community Colleges, *Curriculum Guides, Evaluation Methods, *Human Services, Instructional Materials, *Junior Colleges, Nursing Homes, Older Adults, Patients (Persons), *Personal Care Homes, Physical Activities, *Recreational Activities, Surveys, Units of Study
Identifiers-*Activity Coordinators

This curriculum guide provides information to be used for training individuals employed as activity coordinators in Homes for the Aged and Infirm in North Carolina. A brief description of the curriculum, required and suggested textbooks, films, handout materials, attitude surveys, instructor resources, and student requirements leading to certification of completion are presented in a note to the instructor. A description of the contents of a notebook to be prepared by students and a course outline are also provided. The curriculum guide is divided into 16 units. Within each unit knowledge and skills necessary to accomplish the tasks of an activity coordinator are specificed. Units emphasize activities such as developing helpful relationships with residents and staff members of the group home, and assessing activity needs and residents' abilities. In addition, suggested methods and materials are listed to assist the instructors by providing further details to insure the intended focus of the course and to facilitate the skill and knowledge development of each participant. Following every four units is an activity coordinator training course evaluation requesting opinions and comments as well as a detailed final evaluation covering the 16 units. The appendices include job descriptions, suggested resources, handouts, and supplies, a list of frequently used terms, exercises, surveys, and preliminary questionnaires. (TP)

ED 158 898 RC 010 518

Cosby, Arthur G. And Others

Education and Work in Rural America: Some Observations and Comments.

Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report No.-TAES-H-3141; USDA-CSRS-S-114

Pub Date-Mar 78

Grant-NIE-G-76-0072

Note-28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Agricultural Education, Agricultural Occupations, Black Youth, *Demography, *Educational Change, Employment Opportunities, Ethnic Distribution, Literature Reviews, Minority Groups, Occupational Clusters, Private Schools, Regional Characteristics, *Rural Education, *Rural Youth, *School Integration, Stereotypes, Urbanization, Work Attitudes

The rural population constitutes a large segment of the total population. Using 1970 census estimates, the total rural population was over 53.8 million people. Of these, 46.4% was less than 25 years of age. Of these 25 million rural youth, about 10.5 million were located in the South and 7.4 million in the North-Central Region. The Northeast and West had substantially smaller proportions. There were 2.3 million Black, 700,000 Spanish heritage, and 300,000 Native American rural youth; the rest were classified as white. Yet substantial numbers of rural Americans suffer from problems of opportunity, achievement, attainment, services and stereotyping. Since the rural economy generally centers around agricultural production and services which support such production, the rural occupation structure is relatively undifferentiated as to types of occupation. Therefore, agricultural education has been expanded to include a wide range of agricultural nonproduction occupations many of which have as their residential locus the city rather than the farm. Highlighting some issues considered critical to the understanding of education and work in contemporary Rural America, this paper overviews the demography of rural youth with comments on the implication of ethnic, racial, and regional variation; speculates on the growth of higher education in agriculture and the urbanization of the occupational structure of agriculture; discusses the lack of research on racial desegregation of rural schools; and presents some new data on the recent growth of private school enrollment. (NQ)

Holik, John S. Schryer, C. Diane
Assisting the Rural Poor Escape Poverty.
Pub Date-78
Note-16p.; Paper prepared for the Rural Sociological Society Meeting (San Francisco, California, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Adult Education, Budgeting, Eating Habits, *Economic Disadvantagement, *Extension Education, Home Management, Housewives, *Nutrition Instruction, *Paraprofessional Personnel, Poverty Programs, Rural Extension, *Rural Population, Self Help Programs, Volunteer Training
Identifiers-*Expanded Food and Nutrition Education Program, Missouri

Evaluation of the Expanded Food and Nutrition Education Program as an antipoverty strategy was undertaken in 1977 by examining activities of paraprofessional Nutrition Education Assistants (NEA's) in the Ozark Foothills area of Missouri to determine how they helped their clientele families become self-sufficient and integrated into the mainstream of society. Previous studies had looked essentially at the program's internal effectiveness, not at its effectiveness in helping rural poor escape poverty. Data for 179 families who had participated in the program about two years showed that while only five percent had escaped poverty or were on their way, all but 31 families were making progress. Of the five percent, more than half had obtained better paying, more secure jobs through further education. Twenty-five percent had made some improvement in eating patterns by switching to home-cooked meals and eliminating snack foods; 34 percent had improved their diets by growing their own vegetables and, in some cases, raising livestock; 35 families had begun to pay off accumulated debts or were making home improvements. Paraprofessional help through encouragement, budget training, and involving homemakers as volunteer leaders were cited as vital to the progress made, and effectiveness of the program could be tied to helping families help themselves. (RS)

ED 158 978 SE 024 668

Seed Treatment. Manual 92.

Missouri Univ., Columbia. Agricultural Experiment Station.; Missouri Univ., Columbia. Extension Div.

Pub Date-77

Note-33p.; For related documents, see SE 024 665-671 and SE 024 748-751; Colored pictures of insects may not reproduce well

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Agricultural Production, *Certification, Disease Control, Environment, Grains (Food), *Instructional Materials, *Pesticides, *Post Secondary Education, Safety, *Units of Study

Identifiers-*Missouri, Seeds

This training manual provides information needed to meet minimum EPA standards for certification as a commercial applicator of pesticides in the seed treatment category. The text discusses pests commonly associated with seeds; seed treatment pesticides; labels; chemicals and seed treatment equipment; requirements of federal and state seed laws; and safety precautions. (CS)

ED 159 005 SE 024 749

Forest Pest Control. Manual 94.

Missouri Univ., Columbia. Agricultural Experiment Station.; Missouri Univ., Columbia. Extension Div.

Pub Date- 77

Note-32p.; For related documents, see SE 024 748-751 and SE 024 665-671

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Certification, Disease Control, Environment, *Forestry, *Instructional Materials, *Pesticides, *Post Secondary Education, Safety, *Units of Study, Weeds

Identifiers-*Missouri

This training manual provides information needed to meet the minimum EPA standards for certification as a commercial applicator of pesticides in forest pest control. The text discusses disease problems, insects, and herbicide use in both established forests and nurseries. (CS)

ED 159 100 SO 011 111

Ford, Elinor R.

The Role and Significance of Nonpublic Education in New York State. Occasional Paper No. 25.

New York State Education Dept., Albany.
Pub Date- 77
Note-52p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Civil Rights, *Court Litigation, Cultural Pluralism, *Educational Finance, Elementary Secondary Education, *Enrollment Trends, Federal Aid, Moral Development, *Nonpublic School Aid, Organizations (Groups), Parochial School Aid, Parochial Schools, *Private Schools, School Role, School Taxes, Shared Services, State Aid
Identifiers-*New York

The nonpublic schools of New York State spare the taxpayers the cost of educating, at public school rates, 15.5% of the state's elementary and secondary school population. The future looks good for these schools in that enrollment trend data indicates a stable enrollment with some possible increases. However, a stabilized enrollment means increasing numbers of state parents agitated about being financially penalized for exercising their free choice in education. The number of groups organized to promote nonpublic education is growing and pressing to change this country's status as the only major free world nation that does not subsidize parental educational choice. Nonpublic schools provide quality education and preserve diversity of educational opportunity. These schools enable the varied heritages and ethnic values of a pluralistic citizenry to be maintained. The ``whole'' student is developed, morally and spiritually as well as physically and mentally. These schools have been successful in the inner cities and ghettos, and have helped stem urban flight. Nonpublic schools contribute to the education of the handicapped, but are handicapped themselves by the lack of funds needed for special but expensive services. While desire for nonpublic education is increasing and these schools contribute to the well-being of the public, their future is endangered by the lack of financial support from the public. (Author/BC)

ED 159 119 SO 011 142

Harnqvist, Kjell
Individual Demand for Education. Analytical Report.
Organisation for Economic Cooperation and Development, Paris (France).
Pub Date-78
Note-121p.; Addresses of OECD sales agents on page 121 may not reproduce clearly in hard copy due to small type size in original document
Available from-OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 ($7.00 paperbound)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Case Studies, Comparative Education, Educational Alternatives, *Educational Demand, Educational Planning, *Educational Research, Educational Trends, *Enrollment Influences, *Enrollment Projections, Enrollment Trends, Family Influence, Foreign Countries, Higher Education, *Individual Needs, Models, Occupational Choice, School Systems, Secondary Education, *Student Characteristics

This document presents a framework for the study of individual demand for education. It also presents an analysis of research findings and applies these findings to recent educational trends and changes in Sweden. The first chapter provides data showing that the demand for higher education in industrialized countries has increased greatly during the past 20 years. Chapter two discusses the problems of predicting and planning for changing enrollments. In chapter three, a schema on the process of occupational choice is used to identify explanatory factors for educational decisions. An individual's decisions are in part seen as a compromise between his preferences for, and his expectancies of, a certain education. Research reviewed in chapter four reveals first that occupational motives strongly influence choice of education; and secondly, that a student's confidence in his own choice is dependent on his family background. Chapters five and six discuss the influence on educational choice of such factors as sex and intelligence. Chapters seven and eight discuss the influence of factors such as school admission rules and geographic availability. A case study of recent educational trends in Sweden is analyzed in chapter nine. The concluding chapter states that planning for adjustment and change of the educational system requires efficient feedback from the system and a better understanding of factors influencing individual demand. Bibliographic information is given. (Author/BC)

ED 159 162 SP 013 050

Blaufarb, Marjorie Canoe, John
Title IX Sex Integrated Programs That Work.
American Alliance for Health, Physical Education, and Recreation,
Washington, D.C.
Pub Date-78
Note-40p.; Parts may be marignally legible due to type size
Available from-AAHPER Publications Sales, 1201 16th Street, NW,
Washington, D.C. 20036 ($3.95)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Coeducation, Equal Education, Federal Legislation, Integration Effects, *Integration Plans, *Physical Education, Program Administration, *Program Development, Program Effectiveness, *Secondary Education, Sex Discrimination
Identifiers-*Education Amendments 1972 Title IX

With specific regard to the Educational Amendments of 1972 and Title IX therein, this monograph is concerned with secondary level school compliance with federal regulations governing sex integration and equal education for women in physical education programs. The document is essentially designed to help schools implement programs; examples, descriptions, and guidelines are provided from a wide variety of schools with successful integrated programs. The authors report personally on four junior high and fifteen senior high school programs, and appendices prepared by school people offer further illustrations including elective, alternative, and recreation programs, athletic interest surveys, and student evaluations. A concluding section recommends management strategies for implementation of Title IX. (DS)

ED 158 729 IR 006 191

Computer Education Guide.
Newark School District, Del.
Pub Date-Aug 76
Note-64p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Business Education, College Bound Students, *Computer Science Education, *Educational Objectives, Flow Charts, *Guidelines, Instructional Films, Mathematics Education, Science Education, Secondary Education, Secondary School Students, *Secondary School Teachers, Simulation, Social Sciences

Recognizing the need of all students for awareness of nature and functions of the computer in modern society, as well as computer literacy for those specializing in specific major fields, this guide was developed to aid secondary school teachers in determining how to integrate computer education in their courses. The first of the five goals presented addresses the general need for awareness for all students; remaining goals are concerned with both awareness of and involvement in computer applications in specific areas the business field for all business students, the academic subject areas for all college-bound students, and more specialized applications for social-science oriented and science and mathematics oriented college-bound students. Educational and specific instructional objectives, suggested activities, strategies, topics, and notes are provided for each goal. A flow chart is included for determining which goals are applicable in specific courses. Appendices include lists of films and simulation activities relevant to specific academic areas which could be used to help meet these goals and objectives. (CMV)

ED 158 858 PS 009 561

Crowell, Doris
The Use of Minimum Objectives in Curriculum Research and Development, 1975-1976. Technical Report #45.
Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.
Spons Agency-California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.
Pub Date- 76
Note-15p.; For related documents, see PS 009 533-560 and PS 009 562-573
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Curriculum Development, *Demonstration Programs, Early Childhood Education, Educational Improvement, *Elementary School Curriculum, Hawaiians, *Objectives, *Performance Criteria, Student Evaluation
Identifiers-Hawaii, *Kamehameha Early Education Program

This report describes a curriculum, based on stated performance objectives, which was developed and implemented by the Kamehameha Early Education Program (KEEP). The structure of the mathematics and reading curriculum is described briefly and the use of performance objectives in evaluating student progress is discussed. Advantages of the curriculum for teachers, for students, and for program development, evaluation, and research are also discussed briefly. (JMB)

ED 159 006 SE 024 750

Termite Pest Control - Industrial. Manual 98.

Missouri Univ., Columbia. Agricultural Experiment Station.; Missouri Univ., Columbia. Extension Div.

Pub Date- 77

Note-18p.; For related documents, see SE 024 748-751 and SE 024 665-671; Colored photographs will not reproduce well

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Certification, *Entomology, *Instructional Materials, *Pesticides, *Post Secondary Education, Safety, *Units of Study

Identifiers-*Missouri, Termites

This training manual provides information needed to meet the minimum EPA standards for certification as a commercial applicator of pesticides in the termite pest control category. The text discusses general pests, especially ants, and wood-destroying organisms such as termites, beetles, and fungi. (CS)

ED 159 032 SE 024 848

Blau, Sharon And Others
Metrics Made Easy: A Classroom Guide - 1978.
Fordham Univ., New York, N.Y.
Pub Date-78
Note-73p.
Available from-Elaine J. Schwartz, Fordham University at Lincoln Center, 113 West 60th Street, New York, New York 10023 ($2.00)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Activity Units, Educational Games, Elementary Education, *Elementary School Mathematics, *Instructional Materials, Mathematics Materials, *Measurement, *Metric System, *Resource Materials, Resource Units

This classroom guide for metric education included a brief rationale and history of metrics, a preliminary metric quiz, a symbol summary, and a list of recommended instructional materials. The guide is comprised primarily of four sections covering the topics of: weight, length, volume, and temperature. Each of these sections contains goals and activities for early childhood and for upper grade students as well as activity worksheets. A section describing metric games for reinforcing symbols is also included. (MN)

ED 159 080 SE 024 961

Haag, V. H. And Others

Introduction to Secondary School Mathematics, Volume 2, Student's Text, Part II, Unit 41. Revised Edition.

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-65
Note-186p.; For related documents, see SE 024 957-962; Contains occasional light and broken type
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-Algebra, Analytic Geometry, Curriculum, Decimal Fractions, *Grade 8, Graphs, *Instructional Materials, Junior High Schools, Mathematics Education, Measurement, Metric System, Number Concepts, Secondary Education, *Secondary School Mathematics, Statistics, *Textbooks
Identifiers-*School Mathematics Study Group

This is part two of a two-part SMSG text for grade eight students whose mathematical talents are underdeveloped. The reading level of this text has been adjusted downward, chapters shortened, and additional concrete examples included. Nevertheless, the authors warn that the text may not be appropriate for the very slow non-college-bound student. Chapter topics include: negative rational numbers, equations and inequalities, coordinates in the plane, real numbers, and scientific notation, decimals, and the metric system. (MN)

ED 159 140 SP 012 934

Farquhar, Robin H.

The Professionalization of Teaching?

Pub Date-Mar 78
Note-26p.; Paper presented at Annual Meeting, American Educational Research Association (Toronto, Canada, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Educational Sociology, *Group Status, Professional Education, *Professional Recognition, *Social Status, Social Values, Teacher Education, Teacher Qualifications, *Teachers, *Teaching

This paper analyzes the extent to which teaching may be classified as a profession. The major characteristics of a profession are summarized. The occupation of teaching is then examined with reference to the various factors identified as characteristic of a profession in the classical'' sense. It is concluded that, while teaching possesses several of the characteristics of a profession, it falls short on a number of them, particularly those involving autonomy and self-control on the part of the practitioners, depth of commitment and career-orientation, and the accordance of trust, status, and authority by the general public. Ways in which the occupation of teaching may move toward a higher level of professionalization are explored. It is concluded that while teaching is not a profession in the full traditional sense, teaching should be recognized as a distinct form of work, with its own occupational identity and integrity, and efforts should be made to improve it for its own sake. (Author/JD)

ED 158 667 HE 010 375

Agreement Between Bard College and the Bard College Chapter of the American Association of University Professors. 1978-1979.

Bard Coll., Annandale on-Hudson, N.Y.
Pub Date-29 May 78
Note-15p.
Available from-Bard College, Annandale-on-Hudson, New York
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Collective Bargaining, *College Faculty, Employer Employee Relationship, *Employment Practices, Faculty Organizations, Higher Education, *Negotiation Agreements, Teacher Administrator Relationship, Teacher Welfare, Teaching Benefits, *Teaching Conditions, *Unions
Identifiers-American Association of University Professors, *Bard College NY

An agreement between Bard College and Bard College Chapter of the AAUP is presented. The college recognized the Chapter as a collective bargaining agent for the faculty but also recognizes the right of individual faculty members or the college president to discuss and establish particular arrangements to cover individual faculty employment situations. The agreement covers the following topics: notice, tenure, adequate cause for dismissal, hearing, financial exigency, other dismissals or grievances, terms of dismissal, retirement, contractual obligations, academic policy, research and travel, administrative services, housing, sabbaticals, promotion, and equity. A list of employee fringe benefits is appended. (SW)

ED 158 687 HE 010 402

Brooks, Glenwood C., Jr. Miyares, Javier

Assessment of Recruitment Strategies for Other-Race, First-Time, Full-Time Graduate and First Professional Students of the Maryland Public Postsecondary Education Institutions.

Maryland State Board for Higher Education, Annapolis.

Report No.-MSBHE-3-77

Pub Date-30 Sep 77

Note-75p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Access to Education, Articulation (Program), *Black Students, *Graduate Study, Higher Education, Interinstitutional Cooperation, *Professional Education, Program Evaluation, *Racial Integration, State Colleges, State Universities, *Statewide Planning, *Student Recruitment

Identifiers-Full Time Students, *Maryland

The assessment of strategies for the recruitment of first-time, full-time graduate and first-professional students was undertaken to determine ways and means of attracting full-time black graduate students as part of the state effort to desegregate its higher education system. This report has three parts: a summary of the recruitment strategies, analysis of post-baccalaureate studies enrollment data, and recommendations. The recommendations call for the graduate and professional schools to give careful attention to the baccalaureate recipients pool by major field and to the shifting academic interests of the black graduate students. They also call for the establishment of cooperative programs such that predominantly black institutions may become feeder schools to white graduate and professional schools. Data are taken from the Third Annual Desegregation Status Report, which is based on Fall 1976 enrollments. Appended are reports of Maryland public institutions regarding the recruitment strategies for graduate and first-professional students. The reports are from Bowie State College, Coppin State College, Frostburg State College, Morgan State University, Towson State College, University of Maryland Baltimore County, and University of Maryland College Park. (Author/LBH)

ED 158 775 IR 006 416

Engineering: Selected U.S. Government Audiovisuals.
National Archives and Records Service (GSA), Washington, D.C.
Pub Date-Jun 77
Note-44p.
Available from-National AudioVisual Center, National Archives and Records Service, General Services Administration, Washington, D.C. 20409
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Audiovisual Aids, *Catalogs, *Engineering, *Filmographies, Films, Filmstrips, *Indexes (Locaters), Phonotape Recordings, Slides, Video Tape Recordings

The National AudioVisual Center's materials on engineering are presented in this catalog. Most of the materials listed are films; but slidesets, filmstrips, audiocassettes, and videocassettes are also included. Entries contain all the information pertinent to a particular title, including a physical description of the material, information for purchasing or renting, a brief content description, and additional notes on use or production. (VT)

ED 158 817 JC 780 475

Epstein, Donald B.

Community Colleges and Literacy.

Claremont Graduate School, Calif.

Spons Agency-Andrew W. Mellon Foundation, New York, N.Y.; Department of Health, Education, and Welfare, Washington, D.C.; National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-Jun 78

Note-23p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Basic Skills, Community Colleges, Humanities, Individual Counseling, *Individualized Programs, *Junior Colleges, *Literacy, *Literacy Education, *Low Achievers, Nontraditional Students, *Remedial Programs, Screening Tests, Student Placement

Following a brief history of literacy from the dawn of civilization in Egypt to the founding of the community college movement in the United States in 1945-55, this paper describes the Guided Studies Program at Clackamas Community College. The aim of the program is to increase literacy, which is viewed as a means to help students' self improvement by increasing their ability to express desires and opinions coherently and convey feelings about themselves positively. Every student is pretested upon entrance to the college to determine the eligibility for admittance into regular courses. Those students not achieving a minimum score on the American College Test or the Scholastic Aptitude Test, approximately 20-25% of all students, are strongly directed and counseled into the Guided Studies Program. The program consists of three components: a testing phase; counseling, to advise students into a program tailored to meet their individual needs; and a humanities experience which introduces the student to the world of the arts. As a result of this program, the attrition rate for the lower quartile of the student population was reduced by 75%, and students' sense of individual responsibility increased. A discussion of the role of the general academic faculty in maintaining high academic standards, a table outlining indicators used to determine skill deficiency and level-appropriate courses, and a bibliography are included. (MB)

ED 158 837 PS 009 540

Au, Kathryn

The Development of a Token Reinforcement System for a Specific Lesson. Technical Report #11.

Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.

Spons Agency-California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.

Pub Date- 74

Note-8p.; For related documents, see PS 009 533-539 and PS 009 541-573

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Charts, *Classroom Participation, *Demonstration Programs, Early Childhood Education, Hawaiians, *Kindergarten Children, Lesson Plans, *Reinforcers, Reports, *Social Reinforcement, *Teacher Response, Teaching Techniques

Identifiers-Hawaii, *Kamehameha Early Education Program

This paper presents a brief description of a token reinforcement system developed for a kindergarten language class in the Kamehameha Early Education Program (KEEP). Visual reinforcers (colored plastic tabs) were placed next to the names of individual children (each time they made a correct response) on a large chart in the front of the room. Five or more correct responses during a session entitled the child to a good work aware'' (a piece of paper) which, in turn, enabled the child to take a run'' outdoors. A resultant increase in the total amount of reinforcement (verbal and non-verbal) given to individual children during the lesson was noted. (CM)

ED 158 880 PS 010 061

Almy, Millie

Survey of Selected Interdisciplinary Programs.

Spons Agency-Carnegie Corp. of New York, N.Y.; Grant Foundation, New York, N.Y.
Pub Date-Jun 78
Note-54p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Administrative Organization, Child Care Workers, Child Development, Day Care Services, *Early Childhood Education, *Educational Programs, *Graduate Study, Higher Education, *Interdisciplinary Approach, *Professional Training, Program Coordination, Program Descriptions, Program Evaluation, Student Role, Surveys, *Training Techniques

This report draws on information from ten interdisciplinary programs, including the Interdisciplinary Program for Day Care and Child Development at the University of California, Berkeley (UCB), which are concerned primarily with the training of professionals in services related to child development. Directors and coordinators of all ten programs were interviewed. A summary of the responses is presented and various aspects of the UCB program are compared with those of other programs. Areas focused on in the survey include: (1) individual program definitions of an interdisciplinary program, (2) dimensions of the student role, (3) faculty roles, (4) community involvement, (5) decision making or authority structure, (6) institutional and organizational support for interdisciplinary programs, and (7) program evaluation. Four tables provide supplementary information about the programs. Table I lists the focus of each program, the location, the number of students, and kinds of degrees obtainable. Table II indicates the disciplines of faculty members in each of the programs surveyed. Table III provides information on program curricula. Table IV lists the origins, planning, departmental base, decision making structure, and funding of all programs. A copy of the interview outline administered to program directors and coordinators is included in Appendix A. (CM)

ED 158 954 RC 010 741

Amend the Indian Self-Determination and Education Assistance Act. Hearings Before the United States Senate Select Committee on Indian Affairs, 95th Congress, 2nd Session on S. 2460 - To Amend the Indian Self-Determination and Education Assistance Act (March 14 and 22, 1978).

Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.

Pub Date-14 Mar 78

Note-168p.; Not available in hard copy due to small print size of the original; Pages 104 and 120-121 may not reproduce well due to particularly small or unclear print in the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Agency Role, *American Indians, Contracts, *Educational Alternatives, *Federal Legislation, Governance, *Hearings, *Self Determination, Tribes

Identifiers-*Amendments, Bureau of Indian Affairs, Congress 95th, Contract Schools, Indian Health Service, *Indian Self Determination and Educ Assistance Act

Presenting testimony on S 2460, a bill to amend the Indian Self Determination and Education Assistance Act (PL 93-368), these hearings include the bill itself, the testimony of 10 people (federal government agency officials, tribal council presidents, and other tribal government representatives), and various submitted materials (letters, memorandums, etc.). Designed in response to significant problems encountered in the implementation of PL 93-368, this amendment is identified as one that will leave PL 93-368 intact but will add a new option whereby the American Indian tribes may elect to develop a comprehensive tribal plan for the administration and delivery of the total range of government services for which they are eligible. As described here, the Secretary of the Interior would be authorized to provide a consolidated single grant to implement these tribal plans, the intent being to greatly simplify the excessive paperwork generated by the contracting process and to allow for the necessary flexibility in local policy determinations by the tribes. The Opening Statement'' (Senator Abourezk) asserts that there has been no meaningful transfer of control in the implementation of PL 93-368 because the agencies (Bureau of Indian Affairs and Indian Health Service) have incorporated into the contracts their identification of priorities and policies rather than allowing tribes to make the determination, while the tribes have been restricted to formulating their policy within the narrow parameters of the current agency programs and budget allocations. (JC)

ED 158 979 SE 024 669

Agricultural Plant Pest Control. Manual 93.
Missouri Univ., Columbia. Agricultural Experiment Station.; Missouri Univ., Columbia. Extension Div.
Pub Date- 77
Note-57p.; For related documents, see SE 024 665-671 and SE 024 748-751; Colored photographs may not reproduce well
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Agricultural Production, *Certification, Disease Control, Entomology, *Instructional Materials, *Pesticides, *Plant Science, *Post Secondary Education, Safety, *Units of Study, Weeds
Identifiers-*Missouri

This training manual provides information needed to meet the minimum EPA standards for certification as a commercial applicator of pesticides for the agricultural plant pest control category. The text discusses the insect pests including caterpillars, beetles, and soil inhabiting insects; diseases and nematodes; and weeds. Consideration is given to pesticide formulation and application as it relates to effectiveness and environmental contamination. (CS)

ED 159 184 TM 007 370

Borich, Gary D. Jemelka, Ron

An Evaluation of an Advanced System Analysis Technique for Modeling a DoD Training Environment. Final Report.

Spons Agency-Advanced Research Projects Agency (DOD), Washington, D.C.; Army Training and Doctrine Command, Fort Monroe, Va.
Pub Date-Sep 77
Contract-ARPA-Order-3230; MDA-903-76-C-0249
Note-155p.
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-Computers, Educational Improvement, *Educational Programs, *Feasibility Studies, Interviews, Management Systems, Military Organizations, *Military Training, Models, Organizational Communication, *Program Evaluation, Questionnaires, *Simulation, Systems Analysis, *Systems Approach

The Structured Analysis and Design Technique (SADT) analyzes a problem through building a model of the problem on paper which is top-down, modular, hierarchic, and structured. It is a communications vehicle using an iterative author-commenter cycle which focuses attention on defined topics, increases management control, creates a systematic work breakdown structure, and minimizes error through disciplined flexibility. The U.S. Army Training and Doctrine Command (TRADOC) has responsibility for two programs: a combat development program and a training program. TRADOC has developed such innovations as Skill Qualification Tests (SQTs), criterion referenced performance tests based on job analysis for each MOS; training and evaluation collectives, various simulators (such as a laser simulator for the M16 rifle), and various battlefield simulators. SADT was developed to expedite innovations in training and to achieve improvements in Army training as a unified system. The evaluation of SADT was conducted in three phases, based on the opinions and attitudes of participating personnel. Although the SADT process was only partially implemented, participating officers expressed increasingly positive attitudes and confidence with increasing experience; a six-week follow-up indicated these opinions remained stable. (CTM)

ED 158 608 FL 009 722

Helbig, Michael C.

Audio Visual Technology and the Teaching of Foreign Languages.

Pub Date-Apr 77

Note-12p.; Paper presented at the meeting of the Middle States Association of Foreign Language Teachers (Annapolis, Maryland, April 1977).

Language-English; German

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Audiovisual Aids, Audiovisual Centers, *Audiovisual Instruction, Aural Learning, German, Higher Education, Instructional Innovation, Instructional Technology, *Language Instruction, Language Skills, Learning Modules, Learning Motivation, Lesson Plans, *Listening Comprehension, Listening Skills, Secondary Education, Second Language Learning, *Teacher Developed Materials, Teaching Methods, *Video Cassette Systems

Skills in comprehending the spoken language source are becoming increasingly important due to the audio-visual orientation of our culture. It would seem natural, therefore, to adjust the learning goals and environment accordingly. The video-cassette machine is an ideal means for creating this learning environment and developing the listening skill. The learning setting, the accompanying pictorial series and the fact that the spoken text is the only source for homework information provide the incentive to develop listening skills. This sort of application of the video-cassette presumes an adequate viewing facility, modest in-house production facilities, as well as slides and films. Any methodology using the video-cassette would capitalize on its single most important feature, the opportunity to review the spoken material and to build one's confidence for comprehending the unremitting voice of the speaker. Therefore, the teacher would provide removable "crutches" to make learning as efficient as possible. A sample lesson based on a description of the interior of a church in Germany is provided. The lesson includes the text, sample vocabulary exercises, instructions for using the drills, synthetic exercises demanding content, active vocabulary and syntactical mastery, and comments on the role of the instructor and good use of class time. (AMH)

Chamberlain, William R.
Community Analysis for Responsive Library Service.
Pub Date-Jun 78
Note-38p.; Appendix A-B (maps) may be marginally legible
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Census Figures, *Community Characteristics, *Community Study, Demography, Library Collections, Library Planning, *Library Services, *Public Libraries, Tables (Data), *Use Studies

This study is an analysis and synthesis of information available about Williamsburg, Virginia and the Williamsburg Public Library to determine the library's relationship to the community it serves and evaluate the services it provides. Data were collected using the techniques taught in seminars presented by the Community Analysis Research Institute of the University of Denver. Presented in five chapters, Chapter 1 enumerates the major finds of the study. Chapter 2 provides an overview of Williamsburg's history and profiles the community's population and educational characteristics; organizations, groups, and agencies; employment patterns by major occupational and industrial groups; income; and future growth trends. Chapter 3 discusses the public library's history, governance structure, financial base, and facilities, and assesses the collection with data obtained from random sampling. The library's hours of service, registration, and users are discussed in Chapter 4. Implications of the study that should influence library planning in the future conclude the report. Williamsburg can be characterized as conservative and rural, with the population falling into groups characterized by ``extremes.'' Findings indicate that the use of the library is spread over the residents of the total county, there is a need for a detailed selection policy, and the library should have more contact with the community's organizations and agencies. The study is supported by numerous tables and area maps are appended. (JPF)

ED 158 935 RC 010 700

James, Sally E. Brooks, Joseph T.
Report on Indian Education; State of Washington.
Washington State Advisory Committee to the U.S. Commission on Civil Rights, Seattle.
Pub Date-Feb 74
Note-55p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Civil Rights, Cultural Awareness, Cultural Education, Dropout Prevention, *Dropout Problems, *Educational Problems, Elementary Secondary Education, Federal State Relationship, *Financial Problems, *Government Role, *Nonreservation American Indians, Parent School Relationship, Public Schools, Self Determination, Teacher Education
Identifiers-*American Indian Education, *Washington

Most treaties negotiated with Indian tribes between 1778 and 1868 contain a clause insuring that the federal government will provide Indians with full educational opportunity in exchange for their ceded lands. This promise has not been fulfilled. Indian students are dropping out of Washington schools at rates estimated between 38-60 percent; schools have not been meeting the apparent needs of Indian children. This failure is attributed to several factors. Parents have been discouraged or excluded from school decision making policy; in two districts where Indians have had some control, dropout rates dropped appreciably. Many teachers are ignorant or indifferent to their Indian students' needs and backgrounds; necessity exists for preparing more Indian teachers and sensitizing non-Indian teachers. Disparity exists over funding. Because of existing federal regulations, over half the Indian students are ineligible for funds specifically designed to help them, yet most local and state school systems are unresponsive to their needs unless federal funds are available. Among the eight recommendations concluding the report are: establishing responsibility in one state agency for improvement of Indian education; developing and expanding teacher training programs specifically related to the needs of Indian children; and enacting legislation to ensure that both urban and reservation Indians participate fully in state and local educational systems. (DS)

ED 159 007 SE 024 751

Aquatic Pest Control. Manual 99.

Missouri Univ., Columbia. Agricultural Experiment Station.; Missouri Univ., Columbia. Extension Div.

Pub Date- 77

Note-39p.; For related documents, see SE 024 748-750 and SE 024 665-671; Contains occasional light and broken type

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Certification, Entomology, Environment, Herbicides, *Instructional Materials, *Pesticides *Post Secondary Education, Safety, Units of Study, Water Pollution Control, *Weeds

Identifiers-*Missouri, *Water

This training manual provides information needed to meet the minimum EPA standards for certification as a commercial applicator of pesticides in the aquatic pest control category. The text discusses various water use situations; aquatic weed identification; herbicide use and effects; and aquatic insects and their control. (CS)

ED 159 033 SE 024 849

Tinker, Robert F.

Low Cost Graphics. Second Edition.

Technical Education Research Center, Cambridge, Mass.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-May 78

Grant-NSF-SED-76-18872; EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Computer Assisted Instruction, *Computer Graphics, *Educational Technology, *Educational Television, *Input Output Devices, Instructional Media, Manuals, Science Education, *Television

This manual describes the CALM TV graphics interface, a low-cost means of producing quality graphics on an ordinary TV. The system permits the output of data in graphic as well as alphanumeric form and the input of data from the face of the TV using a light pen. The integrated circuits required in the interface can be obtained from standard suppliers for under $200. Provided in this document is all the information needed to construct this interface and interface it to standard output ports on any computer. One particular hardware configuration is illustrated with the TV interface and is connected to an S-100 based Z-80 system. (BB)

Analysis of Supplemental Background Questions on Homework and TV.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date-77

Note-7p.

Available from-Education Commission of the States, National Assessment of Educational Progress, 1860 Lincoln Street, Denver, Colorado 80295 (no price quoted)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Achievement, *Educational Research, *Homework, *Mathematics, *Secondary School Mathematics, *Television Viewing, *Viewing Time

Identifiers-National Assessment of Educational Progress, Research Reports

A National Assessment of Educational Progress (NAEP) statistical analysis deals with the amount of homework of 17-year-old students in 1976, the amount of television viewing, and presence or absence of various items in the home (e.g., a specific place for study, magazines, etc.). The data suggest that a higher performance on mathematics assessment task is associated with: (1) more reported homework; (2) less reported television viewing; and (3) more reported items in the home. The narrative is supported by tables of descriptive statistics. (MP)

ED 158 648 HE 010 344

Seldin, Peter

Faculty Development: The American Experience.

London Univ. (England). Inst. of Education.

Pub Date-Jun 76

Note-12p.; Based on a seminar given at Newcastle Upon Tyne Polytechnic, June 1976

Available from-University of London Institute of Education, UTMU, 55 Gordon Square, London WC1H 0NT, England

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-College Faculty, *Faculty Development, Faculty Evaluation, Higher Education, Inservice Programs, *Instructional Improvement, *Professional Continuing Education, *Teacher Centers, *Teacher Improvement, Teacher Workshops, *Teaching Skills

A growing movement to improve the quality of teaching has been called faculty development.'' It is based on three assumptions: the primary professional activity of most faculty is teaching; instructional behaviors are learned skills, attitudes, and goals; and faculty can be taught how to improve their classroom performance. Interest in faculty development programs is primarily linked to a tight job market for professors. Faculty development centers are usually led by a chief instructional officer holding dean or vice-president rank. Four popular approaches to faculty development are: financial incentives; lecture and discussion groups focusing on higher education issues and faculty concerns in teaching; inservice courses and workshops dealing with the improvement of specific instructional skills; and feedback programs designed to identify teaching skills needing improvement. Programs that utilize these approaches at different universities are described. Reasons are cited for limited participation in and benefit from faculty development programs. Few centers have developed evaluation procedures, and consequently there is little evidence of their success or failure. (SW)

ED 158 708 IR 006 087

Fuller, Muriel L.
Illinois State Library Shared Staffing Program Policy Review. Phase I: Report.
Illinois State Library, Springfield.
Pub Date-30 Nov 77
Note-38p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Inservice Programs, *Librarians, *Library Programs, Professional Training, Program Evaluation, *Public Libraries, *Shared Services

The Shared Staffing Program in Illinois began in 1975 under co-operative funding from the Illinois State Library, the public library systems, and local libraries. By 1977 fifteen public libraries in three systems were involved in seven projects, each funded for three years. The original objective was to provide beginning professional librarians the opportunity to work in libraries serving populations of less than 10,000 that had not had professional staff members until that time. In actual practice, the persons hired did not work as the administrators of small libraries, but as staff members in reference and adult services, children's work, community service, cataloging, homebound service, and administrative services in libraries of various sizes. The program policy review resulted in a recommendation that the program continue because it was effectively increasing the numbers of professional librarians in public libraries and was based on sound principles of public library operation. (Author/JAB)

ED 158 776 IR 006 417

Special Education: Selected U.S. Government Audiovisuals.
National Archives and Records Service (GSA), Washington, D.C.
Pub Date-Oct 77
Note-61p.
Available from-National AudioVisual Center, National Archives and Records Service, General Services Administration, Washington, D.C. 20409
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Audiovisual Aids, *Catalogs, *Filmographies, Films, Filmstrips, *Indexes (Locaters), Phonotape Recordings, Slides, *Special Education

The National AudioVisual Center's materials on special education are presented in this catalog. Most of the materials listed are films; but books (accompanying an audiovisual program), audiocassettes, filmstrips, transparencies, and multimedia kits are also included. Entries contain all the information pertinent to a particular title, including a physical description of the material, information for purchasing or renting, a brief content description, and additional notes on use or production. (VT)

ED 158 798 JC 780 455

Weiser, Irv

A Comparison of District and Statewide Faculty Loads, Fall 1973-Fall 1977. Research Report 78-03.

Los Angeles Community Coll. District, Calif. Div. of Educational Planning and Development.
Pub Date-Jul 78
Note-54p.; Pages 32-63 of the original document, providing data by individual campus, have been deleted due to marginal reproducibility
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*College Faculty, College Majors, Community Colleges, Declining Enrollment, *Junior Colleges, Multicampus Districts, Small Colleges, *State Surveys, Tables (Data), *Teaching Load

Data on faculty loads for the Los Angeles Community College District (LACCD) and comparable statewide data are provided for major program areas in this publication; figures are found by dividing the weekly student contact hours in a discipline by the number of full-time equivalent faculty assigned to that discipline. Average faculty load within the LACCD in fall 1977 was 445, a 2.6% decline from the fall 1976 figure of 457. Statewide faculty load experienced a similar (2.0%) drop in load last fall to 484. Large community college loads declined 2.0% to 495, while small community colleges fell 3.1% to 442. For the third consecutive year the number of subject areas with decreasing loads (16) surpassed the number with increasing loads (7); major increases were evident in Interdisciplinary Studies (14.1%) and Architecture and Environmental Design (13.2%); the greatest declines occurred in Library Science (52%), Public Affairs and Services (21.5%), and Commerce (15.8%). District load continued to be below the state average as it has been for four of the past five years, although it was greater in Agriculture and Natural Resources, Communications, Engineering and Apprenticeship; noticeable lower District loads were observed in Commerce and Library Science. Data are provided primarily in tables. (Author/AYC)

ED 158 859 PS 009 562

Speidel, Gisela E.

The Effect of Various Reinforcement Contingencies on the Accuracy of Children's Self-Reports. Technical Report #48.

Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.

Spons Agency-California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.

Pub Date- 75

Note-16p.; For related documents, see PS 009 533-561 and PS 009 563-573

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Class Management, *Contingency Management, *Demonstration Programs, Early Childhood Education, Educational Improvement, Educational Strategies, *Environmental Influences, Grade 1, Hawaiians, *Positive Reinforcement, Research, Rewards, *Self Evaluation

Identifiers-Hawaii, *Kamehameha Early Education Program

This study, part of the Kamehameha Early Education Program (KEEP), investigated the accuracy of children's self reports under various contingencies. Sixteen first grade arithmetic students were randomly assigned to two groups, A and B. It was found that both groups learned to check their own work and report it fairly accurately when no contingencies were present. As soon as a contingency was instituted for correct work, both groups began to inflate their scores significantly so as to obtain the reward. In the final phase, Group A was given an occasional additional reward for correct reporting of their performance, while Group B continued as before. Group A again began to report their performance fairly accurately, while Group B continued to inflate their reports. It is argued that accurate self-reports and self-rewards are dependent upon external stimuli. Previous studies showing reinforcement effects of self-reward are analyzed in terms of the present findings. Implications of the use of self-administered rewards for classroom management are discussed. (Author/RH)

ED 158 899 RC 010 537

Ledesma, Antonio L. Yap-Ledesma, Angelita

Dialogue with Asia's Rural Man - Number 2. A Report of the 1976 CENDHRRA Integral Rural Development Workshops (Korea, June 6-13, 1976 and Indonesia, November 7-14, 1976).

Centre for the Development of Human Resources in Rural Asia, Manila (Philippines).

Pub Date-76

Note-74p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Agribusiness, Attitudes, Community Development, Concept Formation, Conference Reports, Conflict, Creativity, *Developing Nations, *Economically Disadvantaged, Government Role, *Human Development, Humanization, *Quality of Life, Rural Development, *Rural Population, Self Actualization, *Socioeconomic Influences, Technology, Values

Identifiers-*Asia

Two 1976 workshops (Seoul, Korea June 6-13; Tugu, Bogor, Indonesia November 7-14) in the Integral Rural Development series had as their objectives to: study the role of training in and value of an integrated rural development approach; exchange experiences on the impact of new agricultural technology upon institutions and people at the village level; and exchange experiences on training philosophies useful for building self-reliant rural communities. The workshops focused on man and woman as the central concern of rural development. What are the ``concepts'' by which rural people view their reality and express their will to enter development processes as equals? What ``creative'' capabilities reside in rural men and women for the humanization of their lives? What economic, political, social and cultural ``structures'' facilitate or constrain the thrust of rural communities for integral human development? How can development efforts bring ``wholeness'' to rural life, long broken up both from within itself and from the outside by exploitative and oppressive forces? These four main topics were addressed through orientations, workshop discussions, reflections, and proposed actions. Theodor Dams' position paper, ``Rural Development: Marketing of Agricultural Products'', is included in the report, as well as appendixes dealing with case study outlines and listing the participants of both conferences. (BR)

ED 158 917 RC 010 664

Bryant, Ellen S.

Mississippi's Farming & Nonfarming Population: A Comparison of Characteristics and Trends, 1950 to 1970.

Mississippi Agricultural Experiment Station, State College.

Spons Agency-Department of Agriculture, Washington, D.C.

Report No.-MAFES-Bull-809

Pub Date-Jun 74

Note-32p.; Not available in hard copy due to small print.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Academic Achievement, Birth Rate, Blacks, Caucasians, Census Figures, Comparative Analysis, *Economic Change, Family Structure, Farmers, Housing, Income, Industry, Occupations, *Racial Differences, *Rural Nonfarm Residents, *Rural Population, *Rural Urban Differences, Social Change, *Socioeconomic Status, Tables (Data), Technological Advancement, Working Women

Identifiers-*Mississippi

Trends and changes in Mississippi farms, farmers, and farm populations were investigated for the period between 1950 and 1970 and comparisons were made between the farm population and that of the urban and rural nonfarm segments in terms of growth trends and 1970 characteristics. Data were drawn from both the Censuses of Agriculture (taken at five year intervals, the last of which was taken in fall of 1969) and the decennial Censuses of Population and Housing (the last of which was taken in April,1970). Results indicated the following dramatic changes during the 1950-1970 period: outstanding improvements in farm mechanization, ownership tenure, automotive transportation, and possession of convenience appliances; deficiencies in about 25% of the rural farm and nonfarm housing; comparable rural and urban lifestyles (as measured by income and education levels) among whites with the lowest income and education levels of all groups investigated obtaining among the rural blacks, though this level was not far from that of urban blacks; small and seemingly residual urban-rural differences for family size, fertility ratios, and female labor force participation; a trend toward mixing farm and off-farm occupations; industrial interdependence, establishing farm-to-factory commuting and urban types of conveniences for rural Mississippians; a tremendous reduction in the size of the state's farming population, changing production from an essentially self-sufficient family farm type to that of a more efficient industrial-commercial nature. (JC)

ED 158 980 SE 024 670

General Pest Control - Industrial. Manual 95.
Missouri Univ., Columbia. Agricultural Experiment Station.; Missouri Univ., Columbia. Extension Div.
Pub Date- 77
Note-48p.; For related documents, see SE 024 665-671 and SE 024 748-751; Colored pictures may not reproduce well
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Certification, Entomology, *Instructional Materials, *Pesticides, *Post Secondary Education, Safety, *Units of Study, *Zoology
Identifiers-General Pest Control, *Missouri

This training manual provides information needed to meet the minimum EPA standards for certification as a commercial applicator of pesticides in the general pest control category. The text discusses general, parasitic and miscellaneous pests such as ants, ticks, and spiders; fabric, wood-destroying, and grain pests such as beetles, termites, and moths; and vertebrate pests including rats, mice, and rodents. (CS)

ED 159 081 SE 024 962

Haag, V. H. And Others

Introduction to Secondary School Mathematics, Volume 2, Teacher's Commentary, Unit 42. Revised Edition.

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-62
Note-309p.; For related documents, see SE 024 957-961
EDRS Price MF-$0.83 HC-$16.73 Plus Postage.
Descriptors-Algebra, Curriculum, Geometric Concepts, *Grade 8, *Instruction, Junior High Schools, Mathematics Education, Measurement, Number Concepts, Secondary Education, *Secondary School Mathematics, Statistics, *Teaching Guides
Identifiers-*School Mathematics Study Group

This is volume two of a two-volume manual for teachers using SMSG text materials for students in grades 7 and 8 whose mathematical talents are underdeveloped. The overall purpose for each of the chapters is described and the mathematical development detailed. Background information for key concepts, answers for all exercises in each chapter, and suggested test items are provided. Chapter topics include: linear measurement, area and volume, angles and parallels, polygons and prisms, circles, statistics and graphs, negative rational numbers, equations and inequalities, coordinates in the plane, real numbers, and scientific notation, decimals, and the metric system. (MN)

ED 159 101 SO 011 114

Hensley, Thomas R. And Others

Teaching Political Science in a Study Abroad Program: An Examination of Impacts on Student Attitudes.

Spons Agency-Kent State Univ., Ohio. Center for International and Comparative Programs.

Pub Date-78

Note-35p.; Paper presented at Annual Meeting of the American Political Science Association (New York, New York, August 31-Septemer 3, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Change Agents, *Changing Attitudes, College Students, Comparative Analysis, *Educational Research, Ethnocentrism, Foreign Students, Global Approach, Higher Education, International Education, International Organizations, International Programs, Literature Reviews, Peer Influence, *Political Science, *Program Evaluation, Self Esteem, *Student Attitudes, *Study Abroad, Values, World Affairs

The paper discusses the impact of a semester-abroad political science program on the attitudes and behavior of college students. Participants included 52 students in a 1977 Kent State University Geneva Semester Program. The hypothesis was that positive attitude changes on worldmindedness would: (1) occur among students participating in the study abroad program; (2) relate positively to the enjoyment of the students' overall experience; and (3) relate positively to the closeness of contact with non-Americans. For the study, questionnaires were administered which focused upon attitudes of worldmindedness, support for the United Nations, self-esteem, and ambiguity. Responses of participants in the study abroad program were compared with responses of 17 students in a class on international organization at Kent State University. Findings based on simple percentages and multiple regression analysis of responses indicated that significant change occurred on only one variable, self-esteem. The conclusion is that relatively brief experience in another culture has a limited impact on attitudes such as worldmindedness and ethnocentrism. A major implication of the study is that claims about the potential of overseas study programs to produce attitude and behavioral changes among student participants should be given careful scrutiny. (Author/DB)

ED 159 141 SP 012 945

Lindauer, Ivo E., Ed.
The Doctor of Arts: A Conference Report.
University of Northern Colorado, Greeley.
Pub Date-78
Note-54p.; Report of a conference on Doctor of Arts Programs at the Univ. of Northern Colorado (Greeley, Colorado, November 1977) ; Parts may be marginally legible due to type size
Available from-Bureau of Research Services, University of Northern Colorado, Greeley, Colorado 80639 ($1.50)
Journal Cit-Colorado Journal of Educational Research; v17 n3 Spr78

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*College Teachers, Conference Reports, *Doctoral Programs, *Doctor of Arts Degrees, Employment Potential, *Graduate Study, *Higher Education, Teacher Education

The rationale, history, strengths, and weaknesses of Doctor of Arts programs preparing students to become specialists in the education process both as theoreticians and as teaching practitioners were discussed at this conference. Formal presentations and workshops are reported as they were presented at the conference. Workshops and other sessions are summarized by those chairing the session, or by students who were assigned the task of summarizing a specific session. (JD)

ED 159 163 SP 013 051

Ream, Marsha A.

Status of the American Public School Teacher, 1975-76.

National Education Association, Washington, D.C. Research Div.

Pub Date-77

Note-219p.; Parts may be marginally legible due to type size

Available from-NEA Distribution Center, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516 ($12.50, Nonmember)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Economic Status, *National Surveys, *Public School Teachers, *Social Status, Teacher Attitudes, *Teacher Characteristics, Teaching Experience, Teaching Load, *Trend Analysis

This report presents data on the status of teachers in the school year 1975-76 and on trends from 1961 to 1976. The sixty-two-item questionnaire used in this survey contains many items that are identical or closely similar to questions asked in one or more previous surveys. Data are analyzed with reference to the following characteristics of respondents: sex, age, school level (elementary-secondary), highest degree, geographic region, and size of school system. Ten chapters cover the following items: (1) (professional preparation: highest degree held, recency of degrees, type of institution; (2) teaching experience: entry into the profession, total years experience, years of teaching in present system, continuity of service, activities last year and next year; (3) teaching assignment: staffing patterns; (4) teaching assignment: pupil load, pupils' economic background, type of community; (5) teaching assignment: weekly work load, class periods (secondary teachers), contract year, lunch periods; (6) professional growth: growth activities, college study for credit, professional organization membership; (7) attitudes toward the profession: reasons for becoming a teacher, willingness to teach again, plans to remain in teaching, satisfactions and problems; (8) economic status: annual contract salary, additional income, total household income, summer employment; (9) personal life: age, racial and ethnic group, family background, sex and marital status, spouses and children, other dependents, home and car ownership, 1975 summer activities; and (10) community and civic life. Appended to this report are a technical note on sampling variation, the survey questionnaire, and tabulation of question responses. (JD)

ED 158 628 HE 010 176

The Expansion of Higher Education. Papers of the International Association of Universities. No. 6.

International Association of Universities, Paris (France).

Pub Date-12 Sep 60

Note-117p.; Papers presented at the Third General Conference of the International Association of Universities (National University of Mexico, September 6-12, 1960)

Available from-International Universities Bureau, 6, Rue Franklin, Paris XVI, France

Document Not Available from EDRS.

Descriptors-*Comparative Education, Conferences, *Educational Demand, Educational Supply, *Foreign Countries, *Government School Relationship, *Higher Education, Interinstitutional Cooperation, International Organizations, Organizations (Groups), *University Administration

Identifiers-International Association of Universities

Papers are presented from a conference of the International Association of Universities concerning the expansion of higher education. The contents are as follows: Foreword by J. Baugniet, International Association of Universities; The Expansion of Higher Education in Brazil,'' by Rev. A. Alonso, Pontifical Catholic University of Rio de Janeiro; The Expansion of Higher Education and Its Influence on the Relations Between the University and the State,'' by B. T. Blagojevic, University of Belgrade; Universities and the State,'' by F. Castberg, University of Oslo; The Expansion of Universities in the United Kingdom and the British Commonwealth,'' by Sir Douglas Logan, University of London; The Expansion of Higher Education in Canada,'' by N.A.M. Mackenzie, University of British Columbia; Relations Between the University and the State in the United States of America,'' by J.D. Millett, Miami University; The Expansion of Higher Education in Japan and in Asia,'' by Tatsuo Morito, Hiroshima University; The Expansion of Higher Education and the Distinction Between Universities and Other Institutions of Higher Learning,'' by Siddik Sami Onar, University of Istanbul; and The Expansion of Higher Education in the U.S.S.R.,'' by G.D. Vovtchenko, Moscow Lomonosov State University. (SW)

ED 158 730 IR 006 192

Mohr, Phillip J.

Television, Children, and Parents. A Report of the Viewing Habits, Program Preferences, and Parental Guidance of School Children in the Fourth through the Ninth Grades in Sedgwick County, Kansas (November, 1976).

Wichita State Univ., Kans.

Spons Agency-American Broadcasting Co., New York, N.Y.

Pub Date-1 Jun 77

Note-483p.

EDRS Price MF-$1.00 Plus Postage. HC Not Available from EDRS.

Descriptors-Age Differences, *Behavior Patterns, *Children, Commercial Television, Parent Attitudes, *Parent Influence, *Parents, Sex Differences, Statistical Analysis, *Television Research, Television Surveys, *Television Viewing, Viewing Time

Television viewing habits, program preferences, and parental guidance of 5,167 randomly selected urban/rural Kansas children in grades 4-9 were studied. Data collected by the administration of structured questionnaires to the children in 254 classrooms and separate questionnaires completed by 4,882 of the childrens' parents indicated that: (1) the children devoted approximately 3-1/2 hours daily to television; (2) parental limitations on viewing times were more strict on nights before school days 70% and 90% of the children and parents, respectively, reported that viewing must cease at or before 10:00 p.m. than on nights before non-school days no parental limitations on viewing times were reported by 60% to 70% of the respondents; (3) parents and children frequently differed in program preferences, suggesting difficulties for broadcasters in providing common denominator'' programs appropriate for family viewing; and (4) 80% to 90% of parents and children reported no parental guidance on 68 evening and 24 Saturday morning programs listed on the questionnaires. Demographic analyses of the data are also reported. (Author/CMV)

ED 158 818 JC 780 476

Boegeman, Margaret Byrd

Autobiography in English Composition.

Claremont Graduate School, Calif.
Spons Agency-Andrew W. Mellon Foundation, New York, N.Y.; Department of Health, Education, and Welfare, Washington, D.C.; National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-Jun 78
Note-27p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Autobiographies, College Freshmen, Community Colleges, *Composition (Literary), Course Content, Descriptive Writing, *English Instruction, Expository Writing, *Junior Colleges, Reading Assignments, Self Actualization, Self Expression, *Writing Exercises, Writing Skills

In order to minimize the dread which students and teachers alike often feel toward freshman composition courses, it is important to involve students in reading and writing assignments which are of interest and importance to them. Autobiography, as a subject for study and a focus for writing, can be a great motivator and an expediter of the learning process in English composition. The form is easy to read and interesting for the students; at the same time, it is instructive about writing style. Writing autobiography has many of the same advantages and also instills confidence and incentive in students who may have little of either. It prompts them to consider philosophic values and historical process as well as experiment with basic patterns of writing. In the classroom, the student begins with simple patterns, such as using the narrative style to describe an event. Later when the student addresses discoveries and relationships, more complex patterns, such as illustration, definition, analysis, and comparison/contrast, are used. Other forms of exposition, and other modes of autobiography can then be explored; the genre of autobiography is an effective vehicle for expression of history, social values, aesthetic form and linguistic skills. (MB)

ED 158 838 PS 009 541

Chun, Sherlyn Mays, Violet

Good Work Awards:'' Effects on Children's Families. Technical Report #12.

Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.

Spons Agency-California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.

Pub Date- 74

Note-7p.; For related documents, see PS 009 533-540 and PS 009 542-573

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Class Management, *Contingency Management, *Demonstration Programs, Early Childhood Education, Family Involvement, Feedback, Hawaiians, *Parent Attitudes, Positive Reinforcement, *Rewards, *Student Evaluation, Student Reaction, Teacher Role

Identifiers-Hawaii, *Kamehameha Early Education Program

This brief report describes parental reaction to a reinforcement strategy used with children in the Kamehameha Early Education Program (KEEP). Staff members report that Good Work Awards'' (GWAs) are viewed favorably by mothers of students. GWAs are dittoed notes sent home with children when they have met a minimum criterion for daily classroom work. Parent interviews indicate that children enjoy the attention paid at home to them and the awards and that parents apparently feel better informed about their children's progress in school when GWAs are brought home frequently. Some parents further reinforce their children when GWAs are brought home. While the effects of the awards appear positive, further analysis of their uses and functions is suggested. (Author/RH)

ED 159 008 SE 024 782

Programme for Environmental Studies, Red Sea and Gulf of Aden, Jeddah II Conference, 12-18 January 1976. Provisional Report.
Arab Organization for Education and Science, Cairo (Egypt).
Pub Date-76
Note-104p.; For related documents, see SE 024 783-787; Contains occasional light and broken type
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Conference Reports, Conservation Education, *Environmental Education, *Environmental Research, Natural Sciences, *Oceanology, *Pollution, Regional Characteristics, Science Education, Scientific Research
Identifiers-Arab States

This publication presents the report of Jeddah II Conference of the Program for Environmental Studies, Red Sea and Gulf of Aden (PERSGA) hosted by King Abdul Aziz University in Jeddah in January 1976. The Arab League Educational, Cultural and Scientific Organization (ALECSO) initiated the conference to study the issues of scientific research on, and monitoring, the environment of the Red Sea Basin and the Gulf of Aden. Several international and national organizations such as the United Nations Environment Program (UNEP) supported the conference. This report presents: (1) list of delegates; (2) reports and working papers; (3) conference procedures; (4) work of the conference; (5) plan for 1976 and 1977; and (6) resolution documents of the conference. The work of the conference includes: (1) the regional scientific program; (2) program for pollution research and monitoring; (3) training and education; (4) organizational subjects; and (5) draft convention on the protection of the Red Sea and the Gulf of Aden environment. (HM)

ED 159 034 SE 024 852

Vetter, Betty M.

Data on Women in Scientific Research.

Pub Date-Sep 77

Note-53p.; Contains occasional light and broken type particularly in Tables

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Data, Employment Opportunities, *Engineers, *Occupational Surveys, Science Education, *Scientific Personnel, *Scientific Research, *Working Women

This paper examines some of the findings of selected pertinent reports concerning the nature of women scientists and engineers conducting research. It also looks at women employed in academic institutions, in industry, and in government. Some changes over time are shown in the paper for the periods where comparable data exist, including a discussion of salaries as a fringe indicator of the status of women scientists and engineers. Available data on the labor force participation of women scientists and engineers is examined and questioned, and the findings are summarized. Tables and their interpretation are included in the text. Recommendations regarding future data collection are incorporated at the end of the summary of findings. Some of the findings indicate that more men than women were employed in research and development in 1977, proportionately more women scientists and engineers than men are employed full-time in universities, and women scientists and engineers earn less than men and this salary gap is increasing. (MA/Author)

Hayes, Denis

Repairs, Reuse, Recycling First Steps toward a Sustainable Society. Worldwatch Paper 23.

Worldwatch Inst., Washington, D.C.

Pub Date-Sep 78

Note-47p.

Available from-Worldwatch Institute, 1776 Massachusetts Avenue, N.W., Washington, D.C. 20036 ($2.00, paper cover, quantity discounts available)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Conservation (Environment), Conservation Education, Depleted Resources, *Energy Conservation, Obsolescence, Pollution, *Recycling, *Waste Disposal, *Wastes

Two-thirds of what we waste could be reused without important changes in our life-styles. One benefit of recycling would be the diminishing contribution of raw materials prices to inflation. For a sustainable resource policy there are three basic components: waste reduction, waste separation, and waste recovery. The first can be met by producing more durable goods, banning non-refillable containers, increasing charges for pick-up and disposal of waste, designing products which are easy and economical to repair, and ending discriminatory taxes and regulation. Separation of waste in homes and disposal units will facilitate recycling of paper, aluminum, glass, metals, and even plastics, though there are attendant problems of cost and social acceptance. Energy can be produced from waste when valuable materials are removed through chemical and physical processes. The possible impact of future mineral cartels such as the Organization of Petroleum Exporting Countries (OPEC) could be reduced through recycling. The amount of energy saved by recycling compared with that expanded on processing virgin materials ranges from eight to 95%. To go from conspicuous consumption to conspicuous frugality specific policies and social commitment are necessary. in this regard the public may be ahead of its leaders. (Author/DL)

ED 158 668 HE 010 376

Scanlon, John

How to Plan a College Program for Older People.

Academy for Educational Development, Inc., New York, N.Y.
Pub Date-78
Note-119p.; Some illustrations may not reproduce well
Available from-Academy for Educational Development, New York, N.Y. ($5.00)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Administrative Organization, *Adult Students, College Programs, Course Descriptions, *Curriculum Development, Directories, *Educational Innovation, Financial Support, Gerontology, Guides, Higher Education, Models, *Nontraditional Students, *Older Adults, Program Descriptions, *Program Planning, State Agencies
Identifiers-College at Sixty, College of Older Americans, Elderhostel, Institute for Retired Professionals, Opportunities for Older Adults, Project Elderly

Recommendations are offered in this manual for planning, organizing, and financing academic programs for older people, based on the experience of institutions already conducting programs for older students, on current thinking in gerontology, and on knowledge and experience of staff and consultants of the Academy for Educational Development. Three major questions are addressed: (1) Why should a college or university be interested in establishing special programs for older people? (2) What kinds of couses are older people interested in taking, and what kinds of supplemental services do they need? (3) What are the steps that must be taken in planning, operating, and financing such a program? Six program models are described: The Institute for Retired Professionals at the New School for Social Research; Fordham University's College at Sixty; The College of Older Americans at Mercyhurst; Project Elderly at Miami-Dade Community College; Opportunities for Older Adults at Hawkeye Institute of Technology; and Elderhostel at several New England institutions. Suggestions for financing the programs are discussed, and working tools are described, such as marketing instruments, evaluation instruments, financial reports, and newsletters. Appended are lists of colleges offering programs, courses being offered, and state agencies on aging. (LBH)

ED 159 056 SE 024 909

Good, Thomas L.

The Missouri Mathematics Effectiveness Project: A Program of Naturalistic and Experimental Research.

Pub Date-Mar 78
Note-31p.; Paper presented at the annual meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Achievement, *Educational Research, *Effective Teaching, Elementary Education, *Elementary School Mathematics, *Elementary School Teachers, *Instruction, *Teacher Behavior, Teacher Education, Teacher Influence, Teaching Styles
Identifiers-Research Reports

Teacher behavior associated with effective mathematics instruction in elementary schools had earlier been characterized and translated into an instructional program. Key instructional behaviors identified were: daily review, development, seatwork, homework assignment, and special reviews. A vigorous test of this program was undertaken using 40 fourth-grade classroom teachers. Teacher effectiveness was measured by student gains on scores on a standardized achievement test. The performance of the treatment group significantly exceeded the performance of the control group. A complete analysis is reported. (MP)

ED 158 688 HE 010 403

The Impact of Academic Program Offerings on the Desegregation Process of the Maryland Postsecondary Education Institutions.
Maryland State Board for Higher Education, Annapolis.
Pub Date-Feb 77
Note-217p.; A report of the Committee to Study the Extent of Duplication of Academic Programs in the Maryland Public Higher Education Institutions; Best copy available
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Black Colleges, *Black Students, College Integration, *College Majors, College Programs, College Students, Educational Assessment, Educational Coordination, Educational Demand, *Enrollment Trends, Higher Education, *Integration Studies, Needs Assessment, *Racial Distribution, Racial Integration, School Surveys, State Surveys, *Statewide Planning, Statistical Data
Identifiers-*Maryland

Maryland postsecondary institutions were examined to determine duplication of academic programs and possible impacts on student desegregation. The Fall 1975 Higher Education General Information Survey (HEGIS) was used to categorize the academic programs offered by the public and private institutions. Undergraduate programs that are duplicated by schools in a region of the state are listed; master and doctoral level programs were generally not duplicated within the major regions of the state. Black students tended to enroll at higher than expected rates in general social sciences, education, and data processing programs whether these were duplicated or unique programs. They tended to enroll at lower than expected rates in engineering, physical sciences, and biological science programs. It appears that factors other than unique academic offerings attract other-race students. An explanation of the analysis and a description of results are presented in detail in appendices. The racial composition of students in higher education programs by geographic regions are presented for public and private institutions. (SW)

ED 158 709 IR 006 088

Virgin Islands Government Documents. A Quarterly Checklist. Vol. 1, No. 1, Winter 1977.

Virgin Islands Dept. of Conservation and Cultural Affairs, St. Thomas. Div. of Libraries and Museums.

Pub Date-77

Note-29p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Depository Libraries, *Government Publications, Indexes (Locaters), Legislation

Identifiers-*Virgin Islands

This first issue of a quarterly checklist of local government publications provides a comprehensive guide to the government documents resources of the territory. Under the provisions of the new Depository Law, U.S. Virgin Islands Act No. 3955 (a copy of the Act is contained herein), each government agency must deposit at least ten copies of each public document with the Territorial Librarian. The Territorial Librarian, in turn, distributes two copies of each document to each of the five libraries designated as legal depositories. The checklist announces publications received by the Territorial Librarian and is arranged by classification number under the issuing department Commerce, Education, Finance, Office of the Governor, Legislature, Social Welfare, College of the Virgin Islands, Port Authority of the Virgin Islands, and Public Television System. Subject and author/title indexes are provided. (Author/JAB)

ED 158 753 IR 006 352

Becker, Joseph

The Information Decade.

Pub Date-27 Apr 78
Note-18p.; Paper presented to the Institute on Federal Documents and Information Accessibility (Washington, D.C., April 27, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Federal Government, *Historical Reviews, *Information Science, *Policy Formation, Speeches
Identifiers-National Information Policy

Major developments in the field of information science and technology are described for the decade 1968-1978, a period when some very important changes occurred. Information is defined as ``the messages of human experience''; however, a distinction is drawn between information content and information processing. Reference is made to the recent convergence of computer and communication technology, the impact of on-line systems, the growth of the information profession, and the diversity which exists among information stakeholders today. The trend toward a U.S. information policy is cited and descriptions given of the key reports and publications which led to the creation of a new National Telecommunications and Information Administration in Washington. Also presented are a number of conflicts which exist in present federal policy statements, and a set of principles is proposed to guide the creation of a national information policy. (Author/JPF)

ED 158 777 IR 006 418

Career Education: Selected U.S. Government Audiovisuals.
National Archives and Records Service (GSA), Washington, D.C.
Pub Date-Oct 77
Note-59p.
Available from-National AudioVisual Center, National Archives and Records Service, General Services Administration, Washington, D.C. 20409
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Audiovisual Aids, *Career Education, *Catalogs, *Filmographies, Films, Filmstrips, *Indexes (Locaters), Phonotape Recordings, Slides, Video Tape Recordings

The National AudioVisual Center's materials on career education are presented in this catalog. Most of the materials listed are films; but slidesets, audiotapes, filmstrips, and videocassettes are also included. Entries contain all the information pertinent to a particular title, including a physical description of the material, information for purchasing or renting material, a brief content description, and additional notes on use or production. (VT)

ED 158 799 JC 780 456

Sanchez, Bonnie M., Comp.

About Staff Evaluation: A Brief Highlighting Important Literature Since 1968 on Community College Staff Evaluation.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 78
Note-23p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Administrative Personnel, *Administrator Evaluation, *Annotated Bibliographies, College Faculty, Community Colleges, *Evaluation Methods, *Faculty Evaluation, *Junior Colleges, Part Time Teachers, *Personnel Evaluation, Presidents, Student Evaluation of Teacher Performance
Identifiers-Information Analysis Products

This brief focuses on staff evaluation in the community college. An introductory section reviews the major concerns presented in the literature relative to implementing evaluation programs; determining specific objectives; rating scales for administrator evaluation; a four-step program for appraising a college president's performance; evaluation methods; inservice training for faculty; student evaluation of faculty performance; and the correlation between satisfaction with teaching, community educational support, and total job satisfaction with student rating of teaching effectiveness. In addition, the problems not treated in the literature are cited. Following this, an annotated bibliography of both published and unpublished materials from the ERIC system files is organized into six sections: an overview of staff evaluation (5 items), evaluation of administrators (6), faculty evaluation (12), evaluation of part-time faculty (3), student evaluation of faculty (7), and evaluation of non-instructional personnel (4). (TR)

ED 158 881 PS 010 062

Winget, W. Gary
Presentation on Registering of Home-Based Child Care Providers.
Ramsey County Child Care Council, Inc., St. Paul, Minn.
Pub Date-15 Sep 77
Note-12p.; Paper presented at the Biennial Minnesota State Licensing Workshop (1st, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Certification, Child Care, *Child Care Workers, *Day Care Programs, Early Childhood Education, *Family Day Care, Models, *State Legislation, State Licensing Boards, State Standards
Identifiers-*Minnesota, Voluntary Registration

This position paper proposes that the State of Minnesota initiate a voluntary registration program for day care providers who care for the children of one family in the parents' or provider's home. A brief discussion of the utilization of child care services on a national and state level focuses especially on parental preference for informal child care arrangements in Minnesota. Three registration models which have been proposed for home-bound child care providers in Minnesota are described: voluntary registration, which would apply to day care providers who give supplemental child care services for one or more children from one family in the children's home and are not now required to be licensed; mandatory registration, which would apply to operators of family day care homes now required to be licensed; and comprehensive registration which adds the voluntary program to the system and replaces mandatory licensing of family day care homes by mandatory registration. An argument in favor of adopting the voluntary registration model in Minnesota is presented, and it is recommended that any registration model be tied to support, referral, information and education services for registered providers and the parents who use them. Advocates of the voluntary registration model claim that this system could extend the benefits of the formal child care system yet retain many of the characteristics of the informal system. Information about registration programs in other states is also included. (CM)

ED 158 955 RC 010 742

Gonzales, Joe R., Comp.

Spanish/English and Native American/English Bibliography. A Guide to the Holdings of the SW-BETRC Resource Materials Bank.

Southwest Bilingual Education Training Resource Center, Albuquerque, N. Mex.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 77
Grant-G007604664
Note-105p.; Not available in hard copy due to small print size of original
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Agencies, *American Indians, *Annotated Bibliographies, Audiovisual Aids, Bibliographies, Biculturalism, *Bilingual Education, Directories, Early Childhood Education, *Educational Resources, Elementary Secondary Education, *Instructional Materials, Measurement Instruments, *Mexican Americans
Identifiers-Native Americans

A guide to the holdings of the Southwest Bilingual Education Training Resource Center (SW-BETRC) located at the University of New Mexico in Albuquerque, this bibliography includes updated (60's and 70's) listings and annotated citations relevant to bilingual/bicultural education programs comprised of English, Spanish, and Native American language components. Divided into seven basic sections, this bibliography includes (1) an annotated educational and cultural bibliography of Mexican American professional resources listed by author's surname (130 citations); (2) a listing of over 150 locally and commercially developed classroom instructional materials with grade level and publisher's title; (3) a listing of 165 Native American professional resources with descriptions (includes print and non-print materials); (4) a listing of some 175 bilingual evaluation instruments (secondary level) available for reference use in the Center's Materials Bank or via the accompanying distributors list; (5) a list of 41 bibliographies providing information and references to early childhood education, bilingual education programs, evaluation, migrant education, parent-community involvement, and other specific aspects of bilingual education; (6) a list of 25 ERIC (Educational Resource Information Center) sources on bilingual/bicultural education; and (7) a list of 55 distributors of bilingual materials (includes addresses, catalog titles, areas of interest, and material types). (JC)

ED 158 981 SE 024 671

Pesticide Dealers Training Manual. Manual 100.
Missouri Univ., Columbia. Agricultural Experiment Station.; Missouri Univ., Columbia. Extension Div.
Pub Date- 77
Note-33p.; For related documents, see SE 024 665-670 and SE 024 748-751
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Certification, *Instructional Materials, *Pesticides, *Post Secondary Education, *Safety, *State Legislation
Identifiers-*Missouri, Pesticide Dealers

This training manual provides information needed by pesticide dealers to meet the requirements of the Missouri Pesticide Act of 1974. A complete copy of the Act accompanies the manual. Pertinent sections to dealers are quoted and additionally explained through comment, interpretation, and example. (CS)

ED 159 142 SP 012 958

Gerson, Richard F.

The Free-Selection Effect in Motor Short-Term Memory.

Pub Date-78
Note-15p.; Paper presented at Annual Meeting, North American Society for the Psychology of Sport and Physical Activity (Tallahassee, Florida, May 21-24, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Kinesthetic Perception, Memory, *Patterned Responses, Physical Education, *Response Mode, Retention, *Stimulus Behavior

In this research on motor short-term memory it was hypothesized that subjects making free-selected movements would evidence superior reproduction accuracy over subjects making preselected movements, whose reproduction performance would be superior to subjects making constrained movements. Subjects making free-selected movements were allowed to determine distance moved, terminal location, and speed of response. Subjects made preselected movements under similar conditons, except that the experimenter reminded them of the importance of preselections, as well as to move at a slow but continuous speed, and not to choose the same movement more than once during the sequence. When making constrained movements, subjects moved at a slow but continuous speed to a terminal location that was chosen at random by the experimenter. The methodology and design of this research is described in this report. Results indicated that the reproduction accuracy of free-selected movements were superior to that of preselected movements, which in turn exhibited less reproduction error than constrained movements. However, those performers making preselected movements were no less variable than those making constrained movements. A discussion of the possible bias provided by experimenter instruction is included. (JD)

Christensen, Jack
Evaluation of a Vocational Education Public Information Program. Final Report.
Saint Louis Regional Commerce and Growth Association, Mo.
Spons Agency-National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.
Pub Date-Jul 73
Grant-OEG-0-72-4710
Note-414p.
EDRS Price MF-$0.83 HC-$22.09 Plus Postage.
Descriptors-*Career Awareness, Counselor Attitudes, Exhibits, High School Students, *Information Dissemination, Mass Media, Occupational Guidance, *Program Effectiveness, Publicize, *Questionnaires, Senior High Schools, Student Characteristics, Tables (Data), *Vocational Counseling, Vocational Education

The purposes of this research activity included: (1) evaluation of the model for testing a public information program designed to increase awareness of high school students for career planning; and (2) assessment of the effectiveness of the St. Louis Regional Industrial Development Corporation's public information campaign. The campaign consisted of: classroom film and speaker presentations exploring career options, provision of a postage-free card to obtain further information from the Career Education Information Center, media exposure through radio, television and newspapers, and a Career Fair. Fifteen schools participated. Pre- and post-test measurements were analyzed on treatment and control groups of students concerning the direct contact and Career Fair components and indicated increased interest in career opportunities. Media exposure was surveyed, and suggested positive awareness of career options. The Career Education Information Center received 6,006 requests. High school counselors (participating and non-participating) were surveyed concerning reactions to vocational/technical education and information. The participating group did tend to advise students of vocational/technical options more than the non-participating group. Based on information gleaned from this study, a more specific form of dissemination of career education options and opportunities was recommended. (Author/CTM)

Bligh, Donald
A Pilot Experiment to Test the Relative Effectiveness of Three Kinds of Teaching Method and Gropings for a Design of Objective Tests of the Effectiveness of Teaching Methods.
London Univ. (England). Inst. of Education.
Pub Date-71
Note-22p.
Available from-University of London Institute of Education, UTMU, 55 Gordon Square, London WC1H ONT, England
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Cognitive Processes, *Educational Objectives, Educational Research, *Effective Teaching, Foreign Countries, Higher Education, Independent Reading, *Learning Processes, Lecture, Logic, Methods Research, *Multiple Choice Tests, Reading Materials, Student Evaluation, Tape Recordings, *Teaching Methods
Identifiers-Cognitive Taxonomy of Educational Objectives, Great Britain

Two papers on teaching methods are presented. The first concerns an experiment that tested the relative effectiveness of three teaching methods: an uninterrupted lecture, a tape-recording, and reading a prescribed text. The three-way research design used the three teaching methods, three groups of six student teachers of physical medicine between the ages of 24 and 42, and three psychological topics as subject matter. Each teaching method was followed at once by a multiple choice test designed to measure eight cognitive levels from Bloom's ``Cognitive Taxonomy of Educational Objectives.'' These levels of thinking are: terminology, facts, generalizations, understanding, application, analysis, synthesis, and evaluation. A discussion of these concepts, testing conditions, and results of the pilot experiment is provided. The second baper concerns objective tests of the effectiveness of teaching methods in higher education. The correspondence between logical processes in the student's mind and categories of Bloom's ``Cognitive Taxonomy of Educational Objectives'' are expressed in terms of propositional, or truth functional, logic. The analysis concerns testing: a student's knowledge of fact presented during instruction, knowledge of presented relations betweeen facts, unpresented relations between presented facts, the ability to apply presented principles and generalizations, the ability to analyze unstated generalizations, unpresented relations between presented facts, the ability to evaluate, and value judgments. (SW)

ED 158 936 RC 010 701

Strong, Lois Metoxen

Choices & Careers; Free to Choose: Being an Indian Woman - Unit for Adults. Leaders Guide.

Wisconsin Univ., Madison, Univ. Extension.

Spons Agency-Extension Service (DOA), Washington, D.C.

Note-19p.; For related documents see ED 152 446-449 and RC 010 701-709; Slide presentation is available on loan from the director of the Career Development Project for Tribal Girls, Division of Community Programs, Cooperative Extension Programs, University of Wisconsin-Extension, 432 North Lake Street, Madison, Wisconsin 53706

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-American Indian Culture, *American Indians, *Career Awareness, *Career Education, *Females, Leaders Guides, *Role Models, Role Perception, Sex Stereotypes, Slides, *Teenagers, Tribes
Identifiers-*Career Development Project for Tribal Girls

This leaders' guide, composed of three sections, is based on other booklets of the ``Choices and Careers'' series. ``Traditional Roles'' uses ``Being an Indian Woman'' for background information and promotes discussion of traditional roles of Indian women and points out stereotypes still existing. Bridging the gap between the past and present, it compares what Indian women do today with their past roles. It finds contemporary parallel careers, such as medicine women with doctors, story tellers with teachers, etc. ``Growing Up to be a Woman'' is based on the girls' booklet by the same name, and uses discussion to enhance enjoyment of this story of the growing up years of Clara De Coteau, a tribal elder. ``Famous Indian Women'' uses the girls' booklet by the same name for background. It features slides with an accompanying script about such women as Pocahontas, Sacajawea, Susan LaFlesche Picotte (America's first Indian woman physician), Maria Martinez (potter), Maria Tallchief (ballerina) and Buffy St. Marie (singer). Charades, skits, posters and discussion activities are suggested to help point out the traits of these famous women, including their bravery, loyalty, leadership, and special talents. (DS)

ED 159 082 SE 024 966

Dockweiler, Clarence J.

Using Systems of Reference with Spatial Concepts: Their Development from 5th Grade to College Age.

Pub Date- 78

Note-22p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Cognitive Development, *Cognitive Tests, *Educational Research, Elementary Secondary Education, Higher Education, *Mathematics Education, *Spatial Relationship

Identifiers-*Piagetian Tasks, Research Reports, *Spatial Concepts

Students in grades 5, 8, 11, and college were administered Piagetian tasks dealing with horizontals and verticals. The tasks were the bottle task, the pendulum task, and the faucet task. The results disagreed with Piaget's suggested timetable. Since the horizontal task results did not yield a majority of correct predictions for any of the groups, this research does not conclusively establish that a majority of individuals ever attain this ability. A follow-up interview validated the data and also provided evidence that the use of coordinate systems of reference in the plane develops prior to the ability to use spatial reference systems. (Author/MP)

ED 158 609 FL 009 723

Howlett, Frederick G.

Teaching French Vocabulary to English Speaking Students. A Comprehensive and Eclectic Approach.

Pub Date-Aug 78

Note-95p.

Language-English; French

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Communicative Competence (Languages), Contrastive Linguistics, Course Objectives, *Etymology, *French, Instructional Improvement, Instructional Innovation, *Language Instruction, Language Research, Language Tests, Mass Media, Secondary Education, Second Language Learning, Student Interests, Teacher Developed Materials, Teaching Methods, Textbook Research, *Vocabulary, Vocabulary Development, Vocabulary Skills, Word Frequency, Word Lists

The greatest need of language teachers today is a workable approach to teaching vocabulary. This is essential if students are to be enabled to achieve communicative competence, that is, to make a transfer from the textbook to the real world of French, as reflected in the French media. An effective and comprehensive approach to teaching vocabulary can be integrated with existing French instructional materials and programs. In time, it can allow the teacher to use authentic materials in place of the "packaged" materials of existing courses. Such a change in methods and materials is essential if large numbers of students arriving in high school with a good foundation in French are to reach the stated objective. There are two complementary vocabulary instruction strategies directed toward this end: a predetermined approach based on a minimum high frequency word list, and an experiential approach using authentic materials (e.g., newspapers and radio broadcasts) arising from students' expressed needs. The predetermined approach capitalizes on the etymological relationship between French and English words. The experiential approach provides one way to learn, use and test vocabulary as it is needed. A bibliography and ten appendices are provided, containing lists of French and English words, grouped according to similarities and etymological origins and links, and sample vocabulary tests. (Author/AMH)

ED 158 629 HE 010 189

Patry, Robert

Survey of Programmes of Cooperation Established Between Canadian Universities and Foreign Institutions.

Association of Universities and Colleges of Canada, Ottawa (Ontario).
Pub Date-Feb 77
Note-155p.
Available from-Publications Office, Association of Universities and Colleges of Canada, 151 Slater Street, Ottawa, Ontario KIP 5N1 ($3.00)
Language-English; French
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Cooperative Programs, Cultural Exchange, *Exchange Programs, Foreign Countries, Higher Education, *Interinstitutional Cooperation, *International Educational Exchange, Questionnaires, Surveys
Identifiers-*Canada

This English-French report is the result of a questionnaire administered in 1976 by the Association of Universities and Colleges of Canada to obtain information on programs of cooperation between Canadian and foreign institutions. The programs are formal or informal arrangements between one or more Canadian universities, faculties, schools, departments institutes, research centers, or individuals with one or more foreign universities, educational institutions, or governmental agencies to exchange information, expertise, research workers, or students to collaborate in research, teaching, or other projects. Descriptions of programs and responsible officials are provided for Canadian institutions, and source of funds is indicated for some programs. A brief description of the cultural exchange agreements between Canada and other countries is appended, along with copies of the questionnaire. (SW)

ED 158 731 IR 006 193

Media Gets the Message: An Inservice Package on P.L. 94-142 For Special Educators and Media Personnel.

Illinois State Office of Education, Springfield.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-78

Grant-OEG-3-6-062679-156(607)

Note-124p.; Cassette tapes of sessions are not included in ERIC materials; additional information is available from the Illinois Office of Education, Department of Specialized Educational Services, 100 North First Street, Springfield, Illinois 62777

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-Administrator Education, *Educational Legislation, *Handicapped Students, Inservice Courses, *Inservice Education, *Instructional Materials, *Media Specialists, Media Technology, Microteaching, School Districts, *Special Education Teachers, Teacher Education, Teaching Guides

A versatile inservice package of resources for school districts is presented that could be used as the basis for a college course or to provide content for shorter training sessions. The materials are appropriate for training school administrators, teachers, other professionals, and parent groups that serve handicapped children. The package is presented in six sessions: (1) overview of the inservice program and P.L. 94-142; (2) handicapping conditions; (3) special education terminology; (4) media services, equipment, online computer searches; (5) individualized educational programs; (6) role of the media specialist in serving handicapped children and the use of standard criteria for the selection and evaluation of instructional materials. A bibliography of resources for each session is attached; however, suggestions for using simulation exercises, slide programs, transparencies, film strips, surveys, and other ideas recorded on tapes that are included in the complete package are not provided in this document. (CMV)

ED 158 778 IR 006 419

Larsen, Judith K. Agarwala-Rogers, Rekha

Re-Invention in Adoption: A Study of Community Mental Health Centers.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md. Div. of Mental Health Services Program.

Pub Date-Oct 77

Grant-R12-MH-25121

Note-74p.; For related document, see ED 097 880

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Adoption (Ideas), Change Agents, *Change Strategies, *Diffusion, *Innovation, Mental Health Clinics, Statistical Analysis, Tables (Data)

Identifiers-Reinvention of Innovations

The present study re-analyzed data from a previous study in order to explore the issue of re-invention of innovations in the process of implementation by organizations following recommendations from consultants. It was hypothesized that ideas with certain characteristics would be more likely to be re-invented than adopted without change. The following variables were considered: complexity (number of people, cost, time), specificity, subject of the idea, and flexibility. Measures of utilization were made approximately two months following the consultation (T1) and again two months later (T2); chi square analyses were performed for both T1 and T2. Although not all analyses reached the .05 level of significance, the overall results suggest that those ideas which are re-invented are those which require greater rather than lesser effort. Re-invention occurs nearly as often as adoption with no change. Re-Invention is more likely to occur in cases where innovations are more complex, when innovations are irreversible, in situations where a consultant does not take active control or play a major role, and in group sessions which are relatively unstructured. (VT)

ED 158 839 PS 009 542

Mays, Violet And Others

Selection of Children for the KEEP Demonstration School: Criteria, Procedures, and Results. Technical Report #13.

Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.

Spons Agency-California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.
Pub Date- 74
Note-11p.; For related documents, see PS 009 533-541 and PS 009 543-573
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Admission Criteria, *Demonstration Programs, Early Childhood Education, Educational Improvement, *Family School Relationship, Hawaiians, *School Registration, Selection, Socioeconomic Status, *Student Recruitment
Identifiers-Hawaii, *Kamehameha Early Education Program

This brief report describes the selection of the pupil population of the Kamehameha Early Education Program (KEEP) Demonstration School. The pupil population must be representative of the Kalihi community (an urban area of Honolulu) from which it is drawn. An attempt was made to include 75% Hawaiian and 25 % Non-Hawaiian children, to select equal numbers of boys and girls, and to include 66.6% low and 33.3% middle income families. Selection procedures are described, and difficulties in recruitment are discussed. (RH)

ED 158 860 PS 009 563

Antill, Ellen Tharp, Roland G.

A Comparison of the Industriousness Levels of KEEP and Public School Students. Technical Report #55.

Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.

Spons Agency-California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.

Pub Date- 74

Note-14p.; For related documents, see PS 009 533-562 and PS 009 564-573

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Attention Control, *Behavior Patterns, Classroom Research, Comparative Analysis, *Demonstration Programs, Early Childhood Education, Hawaiians, *Kindergarten Children, *Primary Grades, Public Schools, *Study Habits

Identifiers-Hawaii, *Kamehameha Early Education Program

This report compares the on-task behavior (industriousness) of K-3 students in the demonstration school of the Kamehameha Early Education Program (KEEP) with that of children from classes in four public schools. Industriousness was measured by tallying the occurrence of such behaviors as working on an appropriate task, attending to the teacher, or generally behaving as the learning situation required. In general, only data collected in the morning during reading, language arts or kindergarten readiness classes were used in the analyses. Results indicated a higher level of on-task behavior in the KEEP classrooms than in the public school classrooms. These differences were significant for the comparisons between KEEP and three of the four public school classrooms. (BD)

ED 158 900 RC 010 571

Sanche, Bob And Others

Implementing the SEECC Model of Special Education Service Delivery in Rural Saskatchewan.

Pub Date-21 Oct 76
Note-12p.; Paper presented at the National Congress of the Council for Exceptional Children (2nd, Saskatoon, Saskatchewan, Canada, October 20-23, 1976) ; Pages 6 may reproduce poorly
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Community Involvement, Community Services, Delivery Systems, Elementary Secondary Education, Foreign Countries, Handicapped Children, Inservice Teacher Education, *Interagency Cooperation, *Models, *Regional Programs, *Resource Teachers, *Rural Areas, Shared Services, *Special Education
Identifiers-*Saskatoon Region Special Services Project, Standards Educators Exceptional Children in Canada

The Saskatoon Region Special Services Project is a cooperative effort to implement the Standards for Educators of Exceptional Children in Canada (SEECC) model, which stresses special education service delivery for rural areas through regular and resource teachers rather than extensive use of consultants and special classes. It emphasizes community-based rather than institutional services. The model calls for delivery of service in community schools through basic orientation to diagnostic teaching of marginally exceptional children for all regular classroom teachers, placement of one resource teacher in each school to work with marginally handicapped children and their regular teachers, and providing in-depth educational diagnoses and remediation for more severely handicapped via purchased or shared clinical resources. In 1975-76, in-service training of all K-6 teachers was undertaken, resource teachers were hired for elementary schools in the region, and a joint Learning Assistance Center was begun to serve severely handicapped children. The Center also provides back-up service for regular classroom teachers and continuing in-service for all teachers. The service delivery model shows promise as an effective, efficient system of special education service delivery for rural areas. (RS)

ED 158 918 RC 010 666

Ortiz, Flora Ida
Implementation Practices of Bilingual Education Programs.
Pub Date- 77
Note-16p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Bilingual Education, *Bilingual Teacher Aides, *Bilingual Teachers, *Educational Environment, Mexican Americans, Paraprofessional School Personnel, Program Development, *Task Performance, Teacher Aides, *Teacher Role
Identifiers-Chicanos, *Elementary Secondary Education Act Title VII

The ethnographic study investigated the implementation practices of a bilingual education program. A school site containing factors which were determined to be prevalent across Title VII programs was selected from over 300 Title VII sites. In addition, the school also contained a local student population, i.e., no one was bused from elsewhere; two bilingual teachers in the program, representing a higher percentage of bilingual capacity among the teaching staff than was generally true in other bilingual programs; a program being implemented at two different grade and age levels (K-3 and 4-6); and instructional aides representing the most qualified group of paraprofessionals in the school district. Most of the students were Chicano. The non-teaching staff reflected the ethnic composition present among the student population. However, the teaching staff was predominantly composed of Anglos with a few Chicano and Black teachers. Three classrooms within the school were observed for a period of three weeks. Interview data and relevant documents were also used in the analysis. It was found that the prevalent structure of teaching and the organization of tasks within the classroom determined the implementation practices. Teachers retained their dominant and traditional role. Instructional aides translated traditional subject matter, taught the native language, and enforced the behavioral norms. (Author/NQ)

ED 159 035 SE 024 853

Everett, K. Jenkins, E. W.

A Safety Handbook for Science Teachers.

Pub Date-77
Note-100p.
Available from-John Murray Publishing Co., 50 Albemarle Street, London, England WIX 4BD (Order Number ISBN 0-7195-3336-8; 2.60 pounds)

Document Not Available from EDRS.

Descriptors-*Accident Prevention, *Accidents, Accountability, Fire Protection, *First Aid, Injuries, *Laboratory Safety, Medical Treatment, Prevention, *Safety, Science Education

This publication is a safety handbook designed for science teachers of elementary and secondary schools. In an effort to insure prevention of accidents in school laboratories, it advocates careful planning, adequate experimental design, and the acquisition of correct laboratory techinques on the part of the teacher. The handbook gives instructions to be followed in case of emergencies, and recommendations for safety in school laboratories and workshops. It also explains a number of safety issues that deal with biological sciences, lists precautions against the outbreak of fire, and discusses a few measures for first aid treatment. The book includes a special section on the teacher and the law, and a selected bibliography. The appendix contains a comprehensive list of the major hazards in laboratory safety to serve as a source of reference for teachers and students. (GA)

ED 159 057 SE 024 910

District 147 Metric Education Program: Curriculum Behavioral Objectives, Scope and Sequence, K-8.
Harvey School District 147, Ill.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Mar 78
Note-12p.; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Behavioral Objectives, Curriculum Development, *Curriculum Guides, *Elementary School Mathematics, Elementary Secondary Education, *Measurement, Measurement Goals, *Metric System, Objectives, Secondary School Mathematics

Curriculum behavioral objectives for metric programs in grades K-8 are listed in this document. The objectives are organized according to topic and coded for grade level. The topics covered are: (1) language development; (2) comparison and ordering; (3) measurement/length; (4) measurement/volume; (5) measurement/man; (6) measurement/temperature; (7) estimates; (8) calculations; and (9) general information. (MP)

ED 159 102 SO 011 115

Hanneman, Robert A. Hollingsworth, J. Rogers

The Problem of Centralization: Health and Education Policies in Great Britain and the United States.

Pub Date-Aug 78
Note-109p.; Paper presented at Annual Meeting of the American Political Science Association (New York, New York, August 31-September 3, 1978)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Case Studies, *Centralization, Comparative Analysis, Comparative Education, *Decision Making, *Educational Policy, Educational Trends, Government Role, *Health Programs, Information Systems, Literature Reviews, Management Systems, Needs Assessment, Policy Formation, Power Structure, Research Needs, *Systems Analysis, Systems Approach, Trend Analysis
Identifiers-*Great Britain, *United States

The paper compares aspects of decision making in health and education in the United States and Great Britain from 1890-1970. The major purpose is to demonstrate variety in the degree of centralization within the two policy areas during this period. Centralization is defined as the degree to which all resources of a given type are controlled by one or many decision-making authorities. The document is presented in three sections. Section I reviews social science literature relating to centralization. Section II explains how an interpretation of centralization which emphasizes the structural aspects of decision making contributes to a better understanding of policy formation. Topics discussed include boundaries of a policy area, resource flows, types of decisions and decision makers, and concentration of power. Section III offers case studies of health and educational policy formation in the United States and Great Britain. For each policy area, information is given on sources of revenue, number of decision makers, control over training of professionals, employment, staff decisions, and expenditures. Findings indicate that although the two countries displayed a general tendency toward concentration in decision making, they had quite different time frames in progress to their 1970 levels. (Author/DB)

ED 159 121 SO 011 145

Selected Bibliography of Egyptian Educational Materials, Vol. 3, No. 2, 1977.

Al-Ahram Center for Scientific Translations, Cairo (Egypt).; Documentation Centre for Education, Cairo (Egypt).

Spons Agency-National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Report No.-TT-77-59000/2
Pub Date-78
Note-106p.; Not available in hard copy from EDRS due to poor reproducibility of original document; For a related document, see SO 010 958
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Adult Education, *Annotated Bibliographies, Art Education, *Comparative Education, Educational Administration, *Educational Development, *Educational Needs, Educational Objectives, Educational Philosophy, Educational Planning, *Educational Practice, Educational Problems, Elementary Secondary Education, Foreign Countries, Higher Education, Language Instruction, Literacy Education, Primary Education, Religious Education, Teacher Education, Vocational Education
Identifiers-*Egypt

The annotated bibliography identifies 134 selected educational materials from Egypt published during 1977. The materials are drawn from Egyptian newspapers, journals, government publications, and university research reports. The entries are organized into 54 categories, including Art Education, Arabic Language, Commercial Schools, Curricula, Educational Administration, Educational Planning, Illiteracy, Examinations, Faculties and Universities, Foreign Languages, Mathematics, Mosques, Philosophy of Education, Primary Education, Private Tutoring, School Libraries, School Theatre, Science Curricula, Secondary Education, Teacher Training, Textbooks, Vocational Training, and Youth. Indexes of authors and sources conclude the bibliography. (AV)

ED 159 164 SP 013 052

Teacher Supply and Demand in Public Schools 1977. With Population Trends and Their Implications for Schools 1978.

National Education Association, Washington, D.C. Research Div.
Pub Date-78
Note-24p.
Available from-NEA Distribution Center, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516 ($2.00 Member, $4.00 Nonmember)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Beginning Teachers, Educational Assessment, Futures (of Society), Labor Market, *Population Trends, *Public School Teachers, *Teacher Employment, *Teacher Supply and Demand, *Trend Analysis

An analysis of statistics on teacher supply and demand in public schools, 1977, indicates the following trends: (1) The supply of graduates completing prepartion to enter teaching is smaller than the number reported for 1976. This is the fifth consecutive year that the numer completing preparation to enter teaching has decreased from the all-time high in 1972; (2) The number of beginning teachers needed to raise the quality of public school programs and staffing in fall 1977 to minimum level is more than are available from the 1977 graduating class of prospective teachers; (3) The number of prospective teachers from the 1977 graduating class seeking teaching positions exceeds the number of teaching positions actually open to them; (4) The percentage of employment in teaching positions in the fall following graduation in 1977 has sharply declined since 1962; and (5) Teaching assignments in which the supply is least adequate are mathematics, natural and physical sciences, distributive education, vocational-techical subjects, and agriculture. Assignments in which the supply is most adequate are social sciences, physical and health education, art, music, and foreign languages. A report on population trends and the implications for educational planning accompanies this study. (JD)

ED 158 982 SE 024 677

Schulze, Terry L. Kriner, Ray R.

Pesticide Applicator Training Manual, Category 7A: General and Household Pest Control for New Jersey. A Training Program for the Certification of Commercial Pesticide Applicators, and Study Questions.

Rutgers, The State Univ., New Brunswick, N.J. Cooperative Extension Service.
Pub Date- 77
Note-131p.; For related documents, see SE 024 678-680; Contains occasional light and broken type
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Animal Science, *Certification, Entomology, *Instructional Materials, *Pesticides, *Post Secondary Education, Safety, *Units of Study
Identifiers-*New Jersey

This training manual provides information needed to meet the minimum EPA standards for certification as a commercial applicator of pesticides in the general and household pest control category. The text discusses invertebrate pests that effect health, stored products, grain, fabric, or the household; and vertebrate pests such as rats, mice, and birds. A study guide with sample and study questions is included. (CS)

ED 159 009 SE 024 783

Training Course on Water Pollution. Red Sea & Gulf of Aden Programme (PERSGA).

Arab Organization for Education and Science, Cairo (Egypt).

Pub Date- 76

Note-8p.; For related documents, see SE 024 782-787; Not available in hard copy due to marginal legibility of original document

Language-Arabic

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Biology, Chemistry, *Course Content, *Curriculum, *Educational Programs, Environmental Education, *Higher Education, *Pollution, *Post Secondary Education, Professional Education, Science Education, Training Techniques, Water Pollution Control

Identifiers-Arab States

This document presents a training course on water pollution developed by the staff of the National Research Center, Cairo, Egypt. This course, which is organized by the Arab League Educational, Cultural and Scientific Organization (ALECSO), is intended for Junior Bachelor of Science (B.S.) graduates from various Arab countries. The duration of the course is seven weeks. It covers five areas: (1) microbiology of water and sewage water; (2) the role of aquatic organisms as indicators of pollution; (3) chemical methods for detecting pollution; (4) water quality criteria; and (5) domestic and industrial liquid wastes. The course content is presented and designed to be taught in Arabic. (HM)

ED 158 669 HE 010 377

Steinkrauss, Philip J.

New Dean, Old Problems, and $8,000. A Report on Faculty Development.

Pub Date- 78
Note-38p.
Available from-Vice President for Academic Affairs, College of St. Francis, Joliet, Illinois
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Church Related Colleges, *College Faculty, Consultants, Evaluation Criteria, *Faculty Development, Higher Education, Improvement Programs, Individual Development, Informal Assessment, Professional Recognition, Program Descriptions, *Rating Scales, Small Colleges, Social Development, *Teacher Evaluation, Teacher Improvement, *Teacher Promotion
Identifiers-*College of Saint Francis IL

The system or plan for faculty development and evaluation at the College of St. Francis is described. The plan was proposed by the division chairpersons, the faculty-owned Faculty Development Committee, the Office of Academic Affairs, and the entire instructional faculty at the college. Among the assumptions accepted were: (1) a system of faculty evaluation must be linked with a faculty development program and must exist within a framework of a reward system; (2) all parties affected must have an equal opportunity for input; (3) the system must be unique to the institution and not imported in toto from another institution; and (4) the system of evaluation should allow for several types of evaluation. Two packages of evaluation materials were developed and are included in this report. The faculty development program, budgeted at $13,000 for the first year, covers professional development, instructional development, personal and social development, and advisory programs. St. Francis' use of two consulting programs, from the CASC Consulting Network and the University of Kansas IDEA System, is also discussed. The college's application packet for promotion is appended, along with a schedule for evaluation and promotion. Those forms to be completed by the applicant are included. (LBH)

ED 158 689 HE 010 404

Harrisberger, Lee And Others

Experiential Learning in Engineering Education.

American Society for Engineering Education, Washington, D.C.

Pub Date-May 76

Note-141p.

Available from-American Society for Engineering Education, One Dupont Circle, Suite 400, Washington, D.C. 20036

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors-*Engineering Education, *Experiential Learning, Higher Education, *Professional Education, Program Descriptions, Program Design, Program Evaluation, *Student Experience, *Technical Education

Identifiers-Harvey Mudd College CA, Kansas State University, University of Cincinnati OH, University of Massachusetts, West Virginia University, Worcester Polytechnic Institute MA

After a discussion of experiential learning as an element in higher education and of the program evaluation process used in this study, six different but successful experiential learning programs in engineering are described and compared. From these comparisons some conclusions are drawn about important program elements. The six programs described are: the University of Cincinnati Professional Practice Program; the Harvey Mudd College Clinic program; the Kansas State University Mechanical Engineering Design Laboratory; the Worcester Polytechnic Institute PLAN program; the West Virginia University PRIDE (Professional Reasoning Integrated with Design Experience) program; and the University of Massachusetts ESIC (Engineering Services for Industry and Community) program. (MSE)

ED 158 710 IR 006 105

Harris, N. D. C. Kirkhope, S.

An Evaluation of the Use of Self Instructional Materials in the Library. Occasional Publication No. 3.

Bath Univ. (England). Educational Services Unit.
Pub Date-77
Note-138p.; Some parts may be marginally legible due to print quality
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Audiovisual Aids, *Autoinstructional Aids, *College Students, Cost Effectiveness, *Evaluation, Graphs, *Student Reaction, Tables (Data), *University Libraries, *Use Studies

An escalation in the use of non-book materials in the library at the University of Bath created the need for an evaluation of their uses, learning efficiency, and cost effectiveness. Data were collected during 1976-1977 using observations, short and long questionnaires, free responses, group interviews with students, and cost analysis. All information collected from the questionnaires, interviews, and free responses was transferred to cards indicating the name of the originator of materials, the number sequence of the student, type of response, and the material. Cost analysis was conducted by calculating the cost of providing the materials for which a cost for each use could be determined. Findings are reported on (1) the use of study packs, videocartridges, slide/tape, and microfiche by both lecturers and students in various academic departments; (2) Student reactions to study packs and video cartridges, based on feedback from students either in writing or during interviews concerning how the materials were used, the loan period, the basis of provision, where they were used, and access to them in the library; (3) feedback to lecturers and the library; and (4) cost analysis. Conclusions and recommendations are divided into the areas of proposed research, research strategies, the system that was investigated, and suggestions for further work. The study is supported by numerous tables and graphs and a copy of the questionnaire evaluation form is included. (JPF)

Dyki, Judith

Classification System for a Multi-Concept Slide Collection.

Pub Date-78
Note-40p.; Best copy available
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Architecture, Cataloging, *Classification, Library Circulation, Maps, Planning, *Projects, Records (Forms), *Slides, Storage, Subject Index Terms

A classification system for a 40,000 slide collection of Wayne State University campus architecture, activities, people, and events, and the surrounding Detroit area is described. Classification categories are defined and a primary code is assigned for architecture, people, events, themes, and special presentations. A secondary code indicating division (i.e., Wayne State University, Detroit, out-of-state) and a tertiary code for all architecture slides of the campus to indicate their specific location may also be assigned. A system of file cards supplements the information presented on the slides themselves. Implementation of this new classification system, which was experimental on 60 slides initially so that any deficiencies could be discerned, indicated that there may be some problems with backlog, circulation procedures, and slide storage. The appendices include the classification schedules, file card subject headings, and abbreviations used in the classification codes. (MBR)

ED 158 819 JC 780 477

Sharkey, Peter L.

Learning to Write Sentence by Sentence: A Modular Approach to English Composition.

Claremont Graduate School, Calif.
Spons Agency-Andrew W. Mellon Foundation, New York, N.Y.; Department of Health, Education, and Welfare, Washington, D.C.; National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-Jun 78
Note-31p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Community Colleges, *Composition Skills (Literary), Curriculum Guides, *English Instruction, Expository Writing, *Junior Colleges, Language Skills, Learning Modules, Remedial Instruction, *Remedial Programs, Syntax, *Writing Exercises, Writing Skills
Identifiers-College of Marin CA

The Learning to Write Sentence by Sentence curriculum was developed at the College of Marin (California) to promote increased student awareness of quality in communication by providing concentrated exercise in writing. This self-paced course forces the student to think before writing, by using rhetorical and complicated instructions on how to convey verbal images in the styles under consideration. It challenges the student to write expository essays at a college level using ambitious work structures. The course of study is composed of three major sections predication, language, and syntax; within each section are units to be covered in sequence. Each stresses one concept and includes unit objectives and assignments, discussions, suggested supplementary work, and a post-test. A part of the student portion of this modular curriculum is presented in this report, including the general introduction to the course, its objectives and the resources and learning activities which are involved; a description of the course of study; the entirety of the first unit in the predication section; and an outline of subsequent units. (MB)

ED 159 083 SE 024 968

Aziz, Mostafa Abdel, Ed.

Environmental Education: A Sourcebook (For General Education).

Arab Organization for Education and Science, Cairo (Egypt).; United Nations Environment Program, New York, N.Y.

Pub Date-76

Note-452p.; Oversize document

Available from-ERIC Information Analysis Center for Science, Mathematics, & Environmental Education, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (on loan)

Language-English; Arabic; French

Document Not Available from EDRS.

Descriptors-*Agricultural Education, *Arabic, *Ecology, *Environmental Education, Pollution, Science Activities, *Science Education, *Teaching Guides

This sourcebook contains fourteen parts. The first two parts give principal concepts and methods for benefiting from the book. The third part deals with ecosystems. It discusses environmental balance and man's role in the environment. The fourth part deals with sources of wealth in the environment. The next three parts cover soil, desert and water. The remaining parts are on atmosphere and weather, energy, population, settlement and environment, some behavioral modes and rumors connected with the environment, environmental pollution, and studies on some environments. (BB)

Rogers, Raymond
An Assessment of the Past and Present Decision-Making Process Within an Organization With a Case for a Structural Change.
Mount Wachusett Community Coll., Gardner, Mass.
Pub Date-Jun 78
Note-30p.; Best copy available
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*College Faculty, Community Colleges, Decentralization, *Decision Making, Faculty Organizations, Institutional Research, *Junior Colleges, Management Systems, *Organizational Change, *Power Structure, Small Colleges, Teacher Participation, Teacher Role

The change in the organizational structure and goals of Mount Wachusett Community College (Massachusetts) from its inception to its current state is analyzed with respect to decision-making concerning staffing. At its infancy, the administration is seen as a rational focal structure; a central power grants resources and staff members are afforded flexibility in their overlapping roles. With an increase in the size of the institution (from 50 to 1,500 students) has come the staff specialist, representative of bureaucratic functions. The bureaucracy is characterized by: (1) constant striving for increased functions and power, (2) lack of initiative and flexibility, (3) a tendency to defer decisions to superiors, and (4) a tendency to impede action with red tape. The proposed alternative to these structures is a permanent committee with elected members to replace department heads, thus allowing participation in decision-making by those most closely involved with the problem and implementation of any solution. Organizational charts for each structure and a bibliography are included. (MB)

Tharp, Roland G. Gallimore, Ronald
KEEP Language Research Strategy. Technical Report #14.
Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.
Spons Agency-California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.
Pub Date- 74
Note-7p.; For related documents, see PS 009 533-542 and PS 009 544-573
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Demonstration Programs, *Dialect Studies, Early Childhood Education, Hawaiians, *Language Ability, *Language Research, Peer Influence, *Standard Spoken Usage, Teacher Influence
Identifiers-Hawaii, Hawaiian Creole, *Kamehameha Early Education Program

This paper outlines the strategies of Kamehameha Early Education Program (KEEP) language research, and briefly reviews the findings through Spring 1974. A major research emphasis has been placed on the assessment of Standard English comptence of Hawaii school children. (CM)

ED 158 861 PS 009 564

Tharp, Roland G. Gallimore, Ronald
The Uses and Limits of Social Reinforcement and Industriousness for Learning to Read. Technical Report #60.
Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.
Spons Agency-California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.
Pub Date- 76
Note-32p.; For related documents, see PS 009 533-563 and PS 009 565-573
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Attention Control, Curriculum Development, *Demonstration Programs, Early Childhood Education, Educational Improvement, Hawaiians, Public Schools, *Reading Achievement, *Reading Improvement, Research, *Social Reinforcement, Study Habits, *Teacher Behavior
Identifiers-Hawaii, *Kamehameha Early Education Program

This report describes a study of the use of social reinforcement to increase the industriousness, and subsequently the reading competence, of children in the kindergarten through third grade classes of the Kamehameha Early Education Program (KEEP) demonstration school. Teacher behaviors, pupil industriousness, and pupil reading performance were measured in the KEEP school and in classes in five Hawaiian public schools. Comparisons between these measures demonstrated that KEEP teachers use more praise than teachers in the public school classes and that KEEP children are more industrious than public school children. There were no concomitant differences, however, in reading achievement scores. It is concluded that, while industriousness is important, it is not a sufficient prerequisite for the improvement of reading skills. It is suggested that improvement in reading achievement will depend on the development of a curriculum appropriate for the Hawaiian and part-Hawaiian populations represented in KEEP and in the Hawaiian public schools. (Author/BD)

ED 158 882 PS 010 065

Woolner, Rosestelle B.

What Do We Do Today, Daddy? (Father's Perception of His Role and Responsibilities).

Pub Date-Nov 77
Note-6p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Chicago, Illinois, November 10-13, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Divorce, *Fathers, *Parent Child Relationship, *Parent Participation, *Parent Responsibility, *Parent Role, Question Answer Interviews, Recreational Activities, Research, Role Models, Surveys
Identifiers-*Noncustodial Fathers

This paper presents brief summaries of two exploratory studies conducted to determine the non-custodial father's perception of his role and responsibilities following divorce. In Study I, eight middle class males who visited their children at least twice a month were interviewed individually. The interview consisted of a structured questionnaire sub-divided into four categories representing the roles of provider, protector, model, and caregiver. Results indicate that the non-custodial father accepts his legal responsibilities, wants to be more involved with his children's affairs, and accepts his role and responsibilities to serve as a model and a protector for his children. In Study II, a self-administered survey was given to 13 non-custodial fathers. The survey focused on types of activities (routine, recreational, educational, religious, and social) the noncustodial fathers engaged in with their children, and the frequency of involvement (occasionally, monthly, twice monthly, three times monthly, and four times monthly) in the activities. Overall results indicate that the non-custodial father has limited involvement with his children that the majority of activities engaged in with children are recreational and that these take place on an occasional or monthly basis. (CM)

Schmitt, John B.

Pesticide Applicator Training Manual, Category 7B: Termites and Other Wood Destroying Pests. A Training Program for the Certification of Commercial Pesticide Applicators, and Study Questions.

Rutgers, The State Univ., New Brunswick, N.J. Cooperative Extension Service.

Pub Date- 77

Note-43p.; For related documents, see SE 024 677-680; Contains occasional light and broken type

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Certification, *Entomology, *Instructional Materials, *Pesticides, *Post Secondary Education, Safety, *Units of Study

Identifiers-New Jersey, *Termites

This training manual provides information needed to meet the minimum EPA standards for certification as a commercial applicator of pesticides in the termite and wood destroying pest control category. The text discusses the importance, description, biology, and control of termites, powderpost beetles, house and warf borers, carpenter ants, and carpenter bees. A study guide with sample and study questions is included. (CS)

ED 159 058 SE 024 911

Jespersen, James Fitz-Randolph, Jane
From Sundials to Atomic Clocks: Understanding Time and Frequency.
National Bureau of Standards (DOC), Washington, D.C.
Report No.-NBS-Monogr-155
Pub Date-Dec 77
Note-180p.; Occasional blue print may not reproduce well; Cartoons on pages 8, 15, 16, 51, 62, 64, 68, 71, 75, 94, 109, 116, 121, 162 deleted due to copyright restrictions
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 003-003-01650-1; $4.00)
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-*Instructional Materials, *Mathematical Applications, *Measurement, Post Secondary Education, Reference Materials, *Time
Identifiers-*Clocks, Timekeeping

An introduction to time, timekeeping, and the uses of time information, especially in the scientific and technical areas, are offered in this book for laymen. Historical and philosophical aspects of time and timekeeping are included. The scientific thought on time has been simplified. Contents include: the nature of time, time and frequency, early man-made clocks, quality factor, modern clocks (quartz, atomic, etc.) modern watches (electronic, quartz-crystal, etc.), time scales, the correct time, time signals, standard time, applications of time, time and mathematics, time and physics, time and astronomy, time and automation, time as information, and the future of time. (MP)

ED 159 143 SP 012 967

Davis, William J.

A Decision-Support System for Designing Inservice Programs for Educators: Survey Instruments and Guidelines for Their Use.

Spons Agency-University Council for Educational Administration, Columbus, Ohio.

Pub Date-78

Note-49p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Educational Experience, Guidelines, *Inservice Education, *Instructional Design, *Needs Assessment, Participant Satisfaction, *Predictive Measurement, Principals, Professional Continuing Education, Staff Improvement, *Urban Schools

The purpose of this document is to report a needs assessment questionnaire package based on the position that needs assessment surveys should gather the preferences of prospective participants regarding all modifiable aspects of an inservice program. The package consists of two instruments that may be administered either separately or in combination. The first instrument, the Experience-Interest Inventory, illustrates a form for assessing prospective participants' relative interests and levels of experience regarding a number of program topics. The second instrument, the Design for Staff Development Preference Inventory, asks respondents about areas relevant to the motivational and structural design of the intended inservice program. Each instrument was administered to over five hundred principals of urban and Title I schools across the nation. A preliminary analysis of results suggests that administrative inservice programs fashioned after the preferences of this national sample of principals tend to exhibit higher levels of participant satisfaction with the program than do programs not so designed. The rationale upon which the instruments are posited is discussed. Subsequent sections of the report present the instruments themselves and list computer programs that can be used to score the instruments. The report concludes with a brief description of a ``model'' inservice program drawn solely from data obtained through application of the questionnaires. (Author/JD)

Gast, Ilene
Abstracts of Selected Management Training Evaluations.
Civil Service Commission, Washington, D.C. Training Leadership Div.
Report No.-TLP-03-02
Pub Date-Mar 77
Note-39p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington D.C. 20402 (Stock Number 733-404/418, price not available)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Administrative Personnel, *Annotated Bibliographies, Course Evaluation, *Educational Programs, *Evaluation Methods, Glossaries, Leadership Training, Management Development, *Management Education, Post Secondary Education, *Program Evaluation, Research Design, Supervisory Training

Intended for evaluators whether trainers, psychologists, management consultants or professors this bibliography samples findings in management training evaluation between 1953 and 1975. It contains 28 abstracts of representative articles from journals in applied psychology and personnel management. Each abstract is a one-half to one-page description of the training program itself, the evaluation design and procedures, and the evaluation findings and implications. Evaluations of training vary by organizational setting, managerial function, topics covered, and instructional strategies. Design characteristics of each evaluation study namely, type of control, testing schedule, and data categories are presented in a table to allow the reader to choose a study within his or her own scope of interest. A glossary of evaluation terms is appended. (CP)

Jay, Timothy B.
Are You Confused about Dirty Words?
Pub Date-Apr 78
Note-23p.; Paper presented at the Annual Meeting of the Interdisciplinary Conference on Linguistics (4th, University of Louisville, Louisville, Kentucky, April 7-8, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Cultural Context, English, Expressive Language, Idioms, Interpersonal Relationship, *Language Attitudes, *Language Research, *Language Role, Language Styles, *Language Usage, Linguistics, Literature Reviews, *Pragmatics, Psychology, Sex Role, *Social Behavior, Social Dialects, Social Environment, Sociocultural Patterns, Sociolinguistics, Sociology, Speech Communication, Vocabulary
Identifiers-Communication Context, *Obscene Language

Disciplines interested in communication have failed to describe adequately the comprehension or production of taboo or dirty words with the result that little is known about the phenomenon. A review of research leads to the assumption that taboo word comprehension and production are the result of some or all of the following elements of the communication context: (1) social and physical setting; (2) speaker-listener relation; (3) topic of discussion; (4) intended meaning of the message; and (5) any grammatical constraints on the message. The model presented here is used to interpret research in which college students rated the likelihood and the offensiveness of particular combinations of speakers, locations and words. Data are presented indicating that dirty word comprehension and production, or degree of offensiveness and frequency of usage as defined here, are dependent on the contextual factors specified above. (Author/AMH)

ED 158 630 HE 010 212

Holihan, John Ward, John

An Experiment Comparing Directive vs. Non-Directive Cast Teaching.

Pub Date- 77

Note-9p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Business Education Teachers, *Case Studies, *Classroom Techniques, College Faculty, Discussion (Teaching Technique), *Group Discussion, Higher Education, Professional Continuing Education, Self Directed Groups, *Teacher Workshops, Teaching Methods, Teaching Styles

A case writers workshop was sponsored by the Intercollegiate Case Clearing House to encourage case development by business faculty in the midwest. An afternoon discussion on teaching by the case method used a case called The Vessal Apparel Shop'' by Philip M. Van Auken. The 40 attendees were divided into two groups of 20; one group was instructed in a very directive manner. Participants were not told about the two different teaching approaches. Both classes were videotaped, and participants completed a questionnaire before the groups rejoined for discussion. A brief description is provided of the two teaching strategies, and information is presented on how class time was spent, how the class viewed its problem solving approach, how the class viewed the discussion, and subjective observations of teacher participants about the two approaches. (SW)

ED 158 650 HE 010 346

Cox, Roy And Others
An Analysis of Course Objectives Activities and Assessment: A Case Study of a Course for Teachers in General Practice. Occasional Paper.
London Univ. (England). Inst. of Education.
Pub Date- 72
Note-24p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Affective Objectives, *Behavioral Objectives, *Cognitive Objectives, *Course Objectives, Elementary Secondary Education, Higher Education, Learning Activities, *Models, Student Evaluation, *Teaching Guides

A model is presented to help educators develop course objectives. The analysis begins with a summary of the approach to general practice teaching on which the course is based. Other topics examined are the approach to the content of the trainee year, teaching and management of learning, and the organization of the practice and the community setting for teaching. For each of these areas assumptions and values are listed, and objectives are separated into attitudes, knowledge, and skills. Learning activities are related to objectives, and what is to be assessed and methods of assessment are also listed in columns in the outline. Criticisms of behavioral objectives, the level of generality of objectives, and different educational uses of specifications of objectives are discussed. (SW)

ED 158 919 RC 010 669

Ekanayaka, S. B.

Teacher Education and Community Development Project Organised by the Teachers' College - Hingurakgoda, Sri Lanka.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Pub Date-8 Apr 78

Note-20p.; Not available in hard copy due to poor print quality of original; Paper presented at the UNESCO National Seminar in Education for Rural Development (Sri Lanka, April 8-13, 1978)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Change Agents, *College Curriculum, *Community Development, Community Education, Elementary School Curriculum, Higher Education, Leadership Responsibility, Rural Development, *Rural Schools, Rural Urban Differences, *School Community Relationship, Teacher Attitudes, *Teacher Education, *Teacher Role

Identifiers-*Sri Lanka

An innovative project in training teachers for community development was begun in three remote villages in Sri Lanka in 1975 by one of the country's 28 teacher colleges. Under supervision by a resident Teacher Educator, teacher trainees were placed in villages for two weeks per term not only to teach the two courses per day required by all of the teacher colleges but to participate in village life, complete socioeconomic surveys of the villages, and, in consultation with village leadership, draw up development schemes. The project stressed the role of the teacher as an agent of change, an attitude developer, creative thinker, community leader. Besides introducing leadership skills to the trainee and opening his eyes to development problems faced by the rural poor, the project made the school the operational center for socioeconomic and cultural progress in the community and helped bridge the gap between a teacher college curriculum geared toward urban and suburban schools and rural realities. Trainee activities ranged from introducing mobile dispensaries and expanding economic opportunities to drawing up a curriculum more relevant to rural people and initiating adult education. Despite problems, the project gained villagers' enthusiasm, increased enrollments, involved more parents with school, and brought requests for similar programs from adjoining schools. (RS)

ED 158 937 RC 010 702

Strong, Lois Metoxen
Choices & Careers; Free to Choose: Being an Indian Woman.
Wisconsin Univ., Madison, Univ. Extension.
Spons Agency-Extension Service (DOA), Washington, D.C.
Note-15p.; For related documents see ED 152 446-449 and RC 010 701-709
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-American Indian Culture, *American Indians, *Career Awareness, *Career Education, *Females, Group Status, Historical Reviews, *Role Perception, Sex Role, Sex Stereotypes, *Teenagers, Tribes
Identifiers-*Career Development Project for Tribal Girls, Woodland Indians (Anthropological Label)

An all-encompassing definition of the traditional role of the Indian woman is hard to reach because that role changes with every tribal group. However, by examining one group, the Woodland Indians, an idea of the Indian woman's role can emerge. The poor, overworked squaw'' stereotype is erroneous, for early Indian men and women were regarded as equals. Indian women held positions of authority in civil and religious affairs. They usually decided when the camp would move and where it would relocate. Highly skilled as builders and architects, they owned their homes and the tools used in their duties of food gathering and preparation, soil cultivation, dressing skins, etc. Although their days were filled with many tasks, their responsibilities were no greater than that of the men, and they were assisted by the children, old people, and men unable to hunt. They were highly regarded and protected by their tribe. In addition to a lengthy description of the traditional role of the Indian woman, this document features a Things to Do With Your Daughter'' section which suggests discussions and other activities based on stereotypes; past and present roles of women; and famous Indian women, their contributions, strengths, and characteristics. (Author/DS)

ED 158 956 RC 010 743

Bensman, Miriam Roza Haller, Archibald O.
Locus of Control and Status Attainment.
Pub Date-1 Sep 78
Grant-DLMA-01-55-72-40; EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Academic Aspiration, Aspiration, Comparative Analysis, Efficiency, Expectation, *Hypothesis Testing, *Income, Learning, *Locus of Control, Males, *Occupational Mobility, *Rural Population, Status
Identifiers-Michigan (Lenawee County), *Rotter Internal External Locus of Control Scale

Utilizing data derived from 277 rural, male respondents initially enrolled in Lenawee County, Michigan high schools, the Rotter's Internal-External Locus of Control Scale was employed to test the hypothesis that locus of control will have interactive rather than additive effects on the process of status attainment. Locus of control was defined as a variable describing one's belief or doubt regarding his ability to control the events in his life. Internals were defined as persons who perceive their own efforts as instrumental in attaining their goals; externals were defined as those who consider their lives to be determined by external conditions, chance, or luck. Locus of control was measured only in the second of the two data-waves taken 15 years apart (1957 and 1972). Variables compared for internals and externals were status outcomes, intergenerational mobility, independence, enactment of aspirations, learning efficiency, intragenerational (in-career) mobility, and overall predictability (indeterminancy). Results indicated the following: no statistically significant differences between internals and externals regarding their means for educational, occupational, and income attainments; significant differences in the attainment processes of the two groups, as expressed by standardized regression coefficients in status attainment models; less mobility among externals in their early careers; a greater degree of influence on the attainments of internals by educational aspirations and attainments. (JC)

ED 159 010 SE 024 784

Diploma of Higher Studies in Oceanography. Red Sea & Gulf of Aden Programme (PERSGA).
Arab Organization for Education and Science, Cairo (Egypt).
Pub Date- 76
Note-18p.; For related documents, see SE 024 782-787; Contains occasional light and broken type
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-College Graduates, *Course Content, *Curriculum, *Environmental Education, Graduate Study, *Higher Education, *Oceanology, Professional Education, Science Education, Sciences, *Special Degree Programs
Identifiers-Arab States, *Egypt

This document presents four courses for the diploma of higher studies in oceanography conducted by the Department of Oceanography, Faculty of Science, University of Alexandria, Egypt. These courses are organized by the Arab League Educational, Cultural and Scientific Organization (ALECSO). Each course is designed to be taught in one academic year (October to June). Candidates are required to hold a Bachelor of Science (B.S.) degree in one of the following basic sciences: (1) mathematics; (2) physics; (3) botany; (4) zoology; and (5) geology. The four specialization options are: (1) Physical Oceanography; (2) Chemical Oceanography; (3) Geological Oceanography; and (4) Biological Oceanography. The distribution of hours and details of the syllabus for each option are also presented. (Author/HM)

ED 159 036 SE 024 854

Brown, John Seely Burton, Richard R.

Diagnostic Models for Procedural Bugs in Basic Mathematics Skills.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.
Spons Agency-Advanced Research Projects Agency (DOD), Washington, D.C.; Navy Personnel Research and Development Center, San Diego, Calif.
Report No.-BBN-3669; ICAI-8
Pub Date-Dec 77
Contract-MDA-903-76-C-108
Note-66p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Arithmetic, Basic Skills, *Calculation, *Computer Assisted Instruction, Diagnostic Tests, *Educational Diagnosis, Educational Games, *Error Patterns, Learning, *Mathematics Education, *Remedial Mathematics, Teacher Education, Testing
Identifiers-Computation, Diagnostic Models

A new diagnostic modeling system for automatically synthesizing a deep structure model of a student's misconceptions or bugs in his/her basic mathematics skills provides a mechanism for explaining why a student is making a mistake as opposed to simply identifying the mistake. This report consists of four sections. The first provides examples of the problems that must be handled by a diagnostic model. It then introduces procedural networks as a general framework for representing the knowledge underlying a skill. The second section discusses some of the pedagogical issues that have emerged from the use of diagnostic models within an instructional system. This discussion is framed in the context of a computer-based tutoring/gaming system developed to teach students and student teachers how to diagnose bugs strategically as well as how to provide a better understanding of the underlying structure of arithmetic skills. The third section describes our uses of an executable network as a tool for automatically diagnosing student behavior, for automatically generating diagnostic'' tests, and for judging the diagnostic quality of a given exam. Included in this section is a discussion of the success of this system in diagnosing 1300 school students from a data base of 20,000 test items. The last section discusses some future research directions. (Author/MN)

Jelinek, James John, Ed.
Philosophy of Education, 1977-1978.
Far Western Philosophy of Education Society.
Pub Date-78
Note-151p.; Proceedings of the Annual Meeting of the Far Western Philosophy of Education Society (San Diego, California, December 2-4, 1977); For a related document, see ED 143 572
Available from-Far Western Philosophy of Education Society, Dr. James John Jelinek, Editor, Room 412, Education A Building, College of Education, Arizona State University, Tempe, Arizona 85281 ($15.00, paper cover)
EDRS Price MF-$0.83 HC-$8.09 Plus Postage.
Descriptors-Comparative Education, Conference Reports, Cultural Pluralism, Educational Accountability, *Educational Philosophy, Educational Theories, Elementary Secondary Education, Higher Education, Politics, Systems Analysis
Identifiers-Dewey (John), Friedman (Maurice), Germany, Ward (Lester Frank)

This publication contains the proceedings of the 26th annual meeting of the Far Western Philosophy of Education Society in December, 1977. Eleven papers discussing the philosophy of education are presented. In the first paper Philosophical Analysis: Whither or Thither?'' the author discusses the drive towards systems analysis and logical planning and expresses the hope that this drive will not overwhelm the striving for human justice and the development of worthy social values. The second paper Educational- - What For?'' argues that those who claim that educational philosophy is of no use are wrong. The political function of educational philosophy and an integral view are discussed in the third and fourth papers respectively. The fifth paper discusses an approach to counteract the apathy felt by all age groups toward the learning of philosophy. In the sixth paper, the author demonstrates the usefulness of educational philosophy with regards to cultural pluralism. In the seventh and eighth papers Maurice Friedman and John Dewey are discussed. The ninth paper presents Lester Frank Ward's views on eugenics and racial struggle. Accountability is the topic of the tenth paper. The publication concludes with a description of the German system of secondary education and raises questions of particular interest to American educators. (Author/RM)

ED 159 165 SP 013 059

Shomali, Bahman Saghatchian Houston, W. Robert

Applying Competency-Based Education in Preparing Teachers: The Case of the Free University of Iran.

Pub Date-78

Note-14p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Change Strategies, *Curriculum Development, *Developing Nations, Educational Improvement, *Foreign Countries, *Manpower Utilization, *Performance Based Teacher Education, Social Factors, Teaching Skills

Identifiers-*Free University of Iran

The Free University of Iran was established for the purpose of expanding higher educational opportunity in all areas of the country and training semiprofessional and professional manpower in Iran, particularly in less developed rural areas. The University initially is concentrating its training in the areas of teacher education, health services, and rural development. In designing and implementing all educational programs the principles of competency-based education are being applied. The most pressing need has been determined to be competent secondary school teachers of science and mathematics. To train teachers to meet this need, a priority listing of goals was specified using three basic criteria: relative importance and influence with respect to continued development of Iranian society; relative feasibility when considering the conditions necessary to implement each goal; and relative time required for prospective teachers to demonstrate adequately the necessary competencies. The required skills for teachers are delineated within the framework of these goals. Components of the four-year training program are outlined in this paper. (JD)

ED 158 732 IR 006 195

Kiefl, J. B.
Notes and Sources for the Content Analysis of Television.
Pub Date-78
Note-43p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Bibliographies, *Broadcast Television, *Content Analysis, *Evaluation Methods, Measurement, Sampling, Technological Advancement, *Television Research, Video Cassette Systems, Video Equipment

The content analysis of television has always been associated with unique procedural problems because television programming must be successfully captured and sampled before analysis can begin; some of the problems and recent advances in this area are reviewed, i.e., sampling, measurement, and the videotape equipment used in coding. An extensive bibliography of television content analyses follows. (Author)

ED 158 755 IR 006 356

Machalow, Robert

Information on Private Foundations: An Introduction to Interpreting Their Internal Revenue Service Returns.

Pub Date-77

Note-18p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Financial Policy, *Grants, Indexes (Locaters), Information Utilization, *Private Agencies, *Records (Forms), Tables (Data), Taxes

Forms filed annually by private foundations with the Internal Revenue Service (IRS), namely the Return of Private Foundation Exempt from Income Tax, 990-PF, and the Annual Report of Private Foundation, 990-AR, contain valuable information which may reveal the scope and purpose of a foundation's past grants. This is the only reliable way to ascertain the foundation's areas of interest. This information is available directly through the IRS, the Foundation Directory, the Foundation Grants Index, and the Foundation Center Source Book Profiles. Included in this paper is a list pinpointing information of importance to grant seekers available on the 990-PF and AR forms, and exactly where on the forms this information can be found. Sample forms are included. (MBR)

ED 158 779 IR 006 420

Public Broadcasting and Communication Satellites: A Report from the Corporation for Public Broadcasting.

Corporation for Public Broadcasting, New York, N.Y.
Pub Date-76
Note-8p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Broadcast Industry, *Communication Satellites, Definitions, Equipment, *Public Television, *Technological Advancement
Identifiers-*Public Broadcasting

Because it is essential that, wherever applicable, new technologies be integrated with the developing public broadcasting system, the Corporation for Public Broadcasting is committed to a policy which will seek to have communication satellites utilized to the fullest for the benefit of all engaged in noncommercial broadcasting and communications. A number of issues which arise from this relationship should be addressed: the use of multiple channels and local autonomy, flexibility of regional configurations, growth and coverage, signal quality, cost, and reliability. The public has a real and direct interest in the potential cost-savings and flexibility inherent in satellite technology, and can now receive a partial return on their more than $25 billion investment in the space program in the form of first-class interconnection systems for public television and radio. (VT)

ED 159 122 SO 011 148

Weber, Larry Fleming, Dan

Alexandria City Public Schools Social Studies Evaluation Project 1977-1978 Virginia Polytechnic and State Univ., Blacksburg. Office of Educational Services.

Pub Date-78
Note-225p.; Two test scoring keys in Appendix I of all four volumes may not reproduce clearly due to poor reproducibility of original documents
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors-Academic Achievement, Comparative Analysis, Data Analysis, Educational Improvement, Educational Needs, *Educational Research, Effective Teaching, *Feedback, Grade 7, Grade 8, *History Instruction, Junior High Schools, Knowledge Level, Map Skills, Multiple Choice Tests, Performance Criteria, Performance Tests, Post Testing, Pretesting, Secondary Education, Skills, *Social Studies, Statistical Analysis, Tables (Data), *Testing, Tests, United States History
Identifiers-Virginia (Alexandria), Virginia (Chesterfield County), Virginia (Roanoke)

A project to upgrade knowledge and skills of junior high school students in American history was conducted in four cities and counties in Virginia during 1977-78. The hypothesis was that students who received feedback from teachers regarding performance on an American history pre-test would perform better on a subsequent American history test. History skills being measured included ability to recognize famous leaders and political systems, read maps and graphs, identify time relationships, interpret written sources, and demonstrate knowledge of major periods of U.S. history. For the study, more than 2,500 students were assigned to experimental groups (receiving feedback from teachers) and control groups (no feedback). They were administered an American history pre-test in the fall of 1977. Tests were scored and results compiled in group data. Teachers of students in the experimental groups reviewed test results with their students. In May 1978, all students were post-tested in American history knowledge and skills. Findings indicated that students in all experimental groups showed improvement gains in more areas between pre- and posttests than did students in control groups. The conclusion is that feedback from teachers helps students achieve modestly higher test scores. Copies of pre- and posttests and answer keys are included in the appendices. (Author/DB)

ED 158 690 HE 010 405

Westerhoff, John H., Ed.

The Church's Ministry in Higher Education.

Duke Univ., Durham, N.C. Divinity School.; United Ministries in Higher Education in New York, Inc., N.Y.

Spons Agency-National Inst. for Campus Ministries, Lafayette, Ind.

Pub Date-Jan 78

Note-301p.; Papers and responses presented at a conference at Duke Divinity School (January 1978)

Available from-UMHE Communications Office, 3 West 29th Street, New York, N.Y. 10001

EDRS Price MF-$0.83 HC-$16.73 Plus Postage.

Descriptors-*Black Colleges, Black Students, Church Programs, *Church Related Colleges, *Church Role, Commuting Students, Conference Reports, *Futures (of Society), *Higher Education, Legal Responsibility, Nonresidential Schools, *Religious Education, Southern States, Theological Education

Identifiers-Campus Ministry

Papers presented include: Hope, History, and Higher Education in the South,'' (James H. Smylie, response by Samuel S. Hill, Jr.); Current Strategies: An Exploration and Evaluation,'' (Robert L. Wilson, response by Clyde O. Robinson, Jr.); Trends in Higher Education: A Look to the Future,'' (Anne Flowers, response by Shirley McCune); Trends in the Church: A Look to the Future,'' (Leo Sandon, Jr., response by Peggy Ann Leu Shriver); The Law: Restraints and Opportunity for the Church and Higher Education'' (Thomas Trotter, response by William Van Alstyne); The Education of the U.S. Public for Human Development in the World,'' (William B. Kennedy, response by William Hendricks); The Church-Related Black College: Ambiguous Past and Uncertain Future,'' (Samuel Dubois Cook, response by Julius Scott); A Ministry to Blacks in Higher Education,'' (Herbert O. Edwards, Sr., response by Richard R. Hicks); In Search of a Future: The Church-Related College,'' (John H. Westerhoff, response by Sister Alice Gallin); Ministry in Secular Colleges and Universities,'' (Robert L. Johnson, response by Pete Hammond); A Profession in Transition: Ministry in Nonresident Institutions of Higher Education (William Mamoru Shinto, response by Sister Nancy Malon); and Religion and Faith in Higher Education,'' (Kalman Bland, response by Max Ticktin). (MSE)

ED 158 820 JC 780 478

Trani, G. M.
Analysis of Nursing Curriculum and Course Competencies.
Delaware County Community Coll., Media, Pa.
Pub Date-78
Note-208p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Associate Degrees, *Behavioral Objectives, Community Colleges, *Curriculum, *Curriculum Evaluation, Diseases, Health Occupations Education, Job Skills, *Junior Colleges, Medical Treatment, *Nursing, *Performance Based Education

The objectives of this study were to relate the competencies of the Nursing Program at Delaware County Community College to national morbidity statistics and to recommend curriculum changes based on this analysis. Existing terminal objectives of the program and each nursing module were compared with college-wide terminal objectives, overlap was eliminated, and the objectives were restated in competency-based terms. The four nursing modules were then analyzed in terms of the terminal objectives, and detailed competency statements in theoretical and clinical areas were developed. Behavioral objectives, with stated levels of mastery, were provided for each competency. The resulting extensive compilation of competencies and behavioral objectives was compared with the measurable abilities tested in the state board examination and with data on the incidence of diseases and other medical conditions gathered from 1,887 short-term hospitals participating in the 1975 Professional Activities Study. This analysis of curriculum content revealed that diseases of the genito-urinary system, drug addiction, hernias, and appendicitis were not included in any nursing course. Only one aspect of disaster nursing was covered, but overlapping content in Nursing I, II, and III was discovered in several areas. Statistical data from the Professional Activities Study, tables correlating these data with the terminal objectives, and the extensive lists of competencies and behavioral objectives for each nursing module are included in the document. (BB)

ED 158 841 PS 009 544

Mays, Violet

Sources of Linguistic Influence: Peers at Learning Centers. Technical Report #16.

Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.

Spons Agency-California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.

Pub Date- 74

Note-7p.; For related documents, see PS 009 533-543 and PS 009 545-573

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Classroom Communication, *Demonstration Programs, Early Childhood Education, Hawaiians, *Interaction Process Analysis, *Kindergarten Children, Research, Sex Differences, *Speech Communication, Standardized Tests, *Standard Spoken Usage

Identifiers-Hawaii, *Kamehameha Early Education Program

This study examined the conversation patterns of 26 Hawaiian kindergarten children in order to determine whether children with a Hawaiian Creole (HC) preference or a Standard English (SE) preference speak to each other. The normal interactions of the children (14 boys and 12 girls) were monitored during the learning center sessions of the kindergarten class, when the children over a period of time had random access to each other. Data on each child included to whom he talked and how often, and how often utterances were addressed to the group or self. This data was subsequently compared to individual scores on the Standard English Repetition Test (SERT) and to the results of a sociometric study done on the same children. Results indicated that conversation patterns were determined by proximity, not by language code preference. Some sex differences in conversation patterns were also observed. (CM)

ED 158 901 RC 010 577

Larson, Wayne L.

Variation in Educational Goals and Preferences, by Tribal Affiliation, of Indian Students from Six Schools in Rural Montana. Research Report 90.

Montana State Univ., Bozeman. Dept. of Sociology.
Spons Agency-Montana State Univ., Bozeman. Montana Agricultural Experiment Station.
Pub Date-Nov 75
Note-42p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-American Indians, *Aspiration, College Students, *Comparative Analysis, *Expectation, *High School Students, Mothers, Parent Role, Rural Schools, Secondary Education, Student Teacher Relationship, Teachers, *Tribes, *Values
Identifiers-*American Indian Education, Arapaho (Tribe), Assiniboine (Tribe), Blackfeet (Tribe), Cheyenne (Tribe), Crow (Tribe), Flathead (Tribe), Gros Ventre (Tribe), Sioux (Tribe)

Recognizing that there are differences between values and preferences of Indian students from different tribes that should be taken into consideration by educators of Indian children, a survey of Montana Indian high school students was developed and conducted by Indian college students to assess: interests (likes and dislikes) in school; educational aspirations, expectations, plans and influence; behavior and/or preferences related to classes and teachers; and value orientations. A random selection of an equal number of boys and girls from each of the four high school classes from 6 rural schools resulted in 189 completed interviews from 69 Crow, 16 Cheyenne, 20 Arapaho, 10 Flathead, 16 Gros Ventre or Atsina, 24 Assiniboine, 7 Sioux, 4 Blackfeet, 3 other tribes, and 19 unidentified tribes. Findings included: Crow and Assiniboine students cared less for sports while showing a higher preference for academic subjects and had higher educational aspirations and expectations; Gros Ventre and Cheyenne tended to like sports and showed relatively lower educational expectations; mothers played an important role in the educational decision making process for all students. An apparent contradiction between findings was that students from tribes with relatively high educational aspirations and expectations reported low interaction with their counselors and teachers. Tribal differences in values and preferences should be an important consideration for those engaged in teaching Indian students. (RTS)

ED 158 984 SE 024 679

Schulze, Terry L. Kriner, Ray R.

Pesticide Applicator Training Manual, Category 8A: General Public Health Pest Control for New Jersey. A Training Program for the Certification of Commercial Pesticide Applicators, and Study Questions.

Rutgers, The State Univ., New Brunswick, N.J. Cooperative Extension Service.

Pub Date- 77

Note-118p.; For related documents, see SE 024 677-680

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-Animal Science, *Certification, *Instructional Materials, *Pesticides, *Post Secondary Education, *Public Health, Safety, Sanitation, Units of Study, Weeds

Identifiers-*New Jersey

This training manual provides information needed to meet the minimum EPA standards for certification as a commercial applicator of pesticides in the public health pest control category. The text discusses invertebrate pests such as cockroaches, lice, fleas, and mites, vertebrate pests; and plant pests such as poison ivy and ragweed. A study guide with sample and study questions is included. (CS)

ED 159 084 SO 010 906

Kipps, Paul H. And Others

An Empirical Verification of the McKenzie-Staaf Model of an Economic Theory of Learning.

Pub Date-Dec 77

Note-27p.; Paper presented at Annual Meeting of the American Economic Association (New York, New York, December 1977)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Academic Achievement, *Academic Aptitude, Achievement Gains, Achievement Rating, Cognitive Ability, Economic Education, Higher Education, Learning Characteristics, Learning Motivation, Learning Processes, *Learning Theories, Models, *Student Ability, Student Attitudes, Student Behavior, *Student Characteristics, Student Improvement, *Student Motivation, Time Factors (Learning)

Identifiers-McKenzie Staaf Model

This paper presents the results of a study designed to provide an empirical test of a learning theory proposed by McKenzie and Staaf in which the student effort enters as an argument in the learning achievement function. The model states that final achievement in economics is equal to the initial stock of knowledge plus improvement, where improvement is given by the product of effort times the learning rate or aptitude. The data source was the entire population of students enrolled in a principles of economics course in two universities. Pre- and posttests were given to all students, with additional academic and biographical data obtained from university records. Complete data were obtained for 689 students. Two findings are apparent in the results: first, the inclusion of an empirical measure of effort is shown to be a statistically significant variable explaining both learning achievement and improvement. Second, a substitute for the initial stock of knowledge proved not to be a significant variable in explaining learning improvement. Results indicate the necessity of including a measure of effort in further research (and its omission from previous studies calls into question the validity of the results derived therefrom). (Author/JK)

ED 158 670 HE 010 379

Silver, Jane H.

An Analysis of the Use of the Words Incompetency and Immorality in Southern Baptist Colleges and Universities.

Pub Date-10 Jun 78

Note-40p.; Practicum at Nova University in partial fulfillment of doctoral degree requirements

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Church Related Colleges, *College Faculty, Employment Practices, Higher Education, Job Skills, *Moral Issues, *Personnel Policy, Southern States, Task Performance, *Teacher Dismissal

Identifiers-Immorality, Incompetency, *Southern Baptist Colleges

The study was an attempt to determine whether the words incompetency and immorality or very similar ones were used for the purpose of reprimand or dismissal in Southern Baptist colleges and universities in the United States. A secondary purpose was to discover whether the words were defined in any official publication. Data were secured from 43 institutions. Thirty used either or both words in some faculty publication; three felt they accomplished the same result by statements of purpose or philosophy. The word incompetency was used more frequently than the word immorality. None of the reporting institutions had printed definitions of both words, although a few had attempted to define one or the other. (MSE)

ED 158 711 IR 006 106

Wiegand, Wayne A., Ed.

Popular Culture and the Library. Current Issues Symposium II. Proceedings.

Kentucky Univ., Lexington. School of Library Science.
Pub Date-28 Oct 77
Note-70p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Changing Attitudes, *Curriculum, Definitions, History, Information Networks, Librarians, *Libraries, Library Collections, *Popular Culture, *Speeches

This collection of four speeches given at a symposium in October 1977 all deal with a particular aspect of popular culture reflecting the values, convictions, and patterns of thought generally dispersed through and approved by society. The terms popular and culture are defined separately and two definitions for the complete term are considered one dealing with products, the other with activities. The study of popular culture can bring people to a deeper understanding of today's society, therefore the use of popular culture materials, i.e., music, in the classroom, and in libraries is advocated. Guidelines for their acquisition and utilization are presented. Although there are problems connected with both, and these are discussed, there is a trend in this country toward the utilization of such materials. A popular culture librarian discusses this trend and his education and role in building such a collection at Bowling Green University. (MBR)

ED 158 733 IR 006 197

Ahmed, Manzoor

Improving Cost-Effectiveness of Radio Education.

Pub Date-Aug 76
Note-15p.; Paper presented at the Annual Meeting of the Associacion Latinoamericana de Educacion Radiofonica (ALER) (San Jose, Costa Rica, August 1976)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Action Research, Audiences, *Cost Effectiveness, *Educational Problems, *Educational Radio, *Instructional Improvement, Management Information Systems, *Systems Analysis, Use Studies

Radio is recognized as a powerful but underutilized educational medium, and ways of improving the cost-effectiveness of the educational use of radio are discussed. Topics include the meaning of and need for cost effectiveness analysis, building an information system for cost effectiveness analysis, and five factors affecting cost effectiveness (1) action research, (2) radio complementing other media, (3) diverse audience needs, (4) untapped resources, and (5) the scarcity value of resources in management decisions. (Author/CMV)

ED 158 801 JC 780 459

Caughren, Harry J., Jr.

The Community College Motivation Inventory Research Manual.

Berkeley Testscor, Calif.
Pub Date-78
Note-70p.
Available from-Berkeley Testscor, 284 Purdue Ave., Berkeley 8, California 94708 ($3.50)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Anti Social Behavior, Community Colleges, *Goal Orientation, *Individual Characteristics, Interpersonal Competence, *Junior Colleges, Manuals, *Personality Tests, Psychological Tests, Self Actualization, Self Esteem, *Student Motivation, Test Interpretation, Test Validity

Identifiers-Community College Motivation Inventory

The Community College Motivation Inventory (CCMI), devised to have special relevance to college educational and counseling objectives, is based on the interaction of three areas of motivation: intrinsic versus practical, action-oriented needs; status-seeking motives; and group versus one-to-one interpersonal relations. The three factors Intrinsic Motivation, Self Enhancement, and Person Orientation are scaled producing eight types'' of motivational structure. In addition, Infrequent Response, identifying those whose responses have little commonality with others; Goal-Deficiency, identifying those with feelings of inadequacy, depression, and anxiety; and Sex Differentiation scales, identifying practical and esthetic personalities, were developed and applied to further specify personality type. Scale development, retest reliability, internal consistency, independence of selected CCMI scales, validity, sample items from each of the scales and explanations of the scales themselves are discussed. Inventory interpretation is clarified in terms of interaction among scales and additional research possibilities, and administering and scoring CCMI is discussed. Appendices cover validation data, standard selected scores for males and for females, item identification/content, and copies of the six scales. A bibliography is included. (TR)

ED 159 059 SE 024 913

Lorenz, Karl M.

A Review of Science Education Research in Brazil.

Pub Date- 78

Note-76p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Educational Research, Higher Education, Latin American Culture, *Research Reviews (Publications), *Science Education

Identifiers-*Brazil, *Research Reports

This review incorporates 143 Brazilian science education research studies from the years 1972-1977. It is organized into five sections: curriculum studies, primary, secondary, and university level studies, and a conclusion (an overview of education in Brazil). Among the findings are the following. Science education research reports are communicated primarily through national conferences. The research is primarily directed towards the university level, and is dominated by studies in physics. The majority of the science education research is being conducted by a small number of universities. Graduate schools of education are contributing little science education research. Few experimental or comparative studies were reported in the science education literature; most of the Brazilian studies were course descriptions and reports on teaching innovations. (BB)

ED 158 611 FL 009 726

Davis, Leslie K. Johnson, Fern L.

The Nature of Conversational Structure in Family Interaction in Television Programming: An Analysis of Three Program Formats of Television Content in the U.S.A.

Pub Date-78

Note-26p.; Paper presented at the World Congress of Sociology (9th, Uppsala, Sweden, Aug. 14-19, 1978); For related document, see FL 009 728. ; Document marginally legible due to print quality

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Discourse Analysis, Documentaries, Language Patterns, Language Research, Language Styles, Language Usage, Nonverbal Communication, Programing (Broadcast), Sociolinguistics, *Speech Communication, *Television, *Television Research

Identifiers-*Conversation, *Hesitation, Prime Time Television, Soap Operas

Research was conducted to examine selected formal features of conversational segments enacted by family members in three modes of television programming: documentary, prime time, and soap opera. A sample of videotape recordings for each program format was content-analyzed for: (1) segment length, (2) length of conversational turn, and (3) duration of interturn pauses. Also noted for each segment were the style of conversation (casual, personal, or intimate) and the size of participant grouping. Results indicate that: (1) segments of conversation are the longest in the soap opera format; (2) the ratio of turn time to interturn pause time in segments is approximately 3:1 in all program formats; (3) soap opera segments contain the greatest number of conversational turns per segment; (4) length of conversational turn is similar in prime-time and soap opera segments and shorter in documentary segments; (5) the longest segments of conversation occur among four-member groups in the documentary, among groups of five or more in prime time, and between dyads in the soap opera; and (6) the mean length of conversational turn per segment is longest and the longest single turn within each segment greatest in those conversations conducted in intimate style. The results together suggest that television format constrains the formal mode of interaction presented to the viewer and that regardless of format, formal stylistic features are modeled in some distinctive ways. (Author/AM)

ED 158 631 HE 010 258

Kirschner, Alan H.

UNCF Statistical Report of the Member Institutions, 1978.

United Negro College Fund, Inc., New York, N.Y.
Pub Date-78
Note-71p.
Available from-United Negro College Fund, Inc., 500 East 62nd Street, New York, N.Y. 10021
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Annual Reports, *Black Colleges, Black Students, *College Faculty, Degrees (Titles), *Educational Finance, Endowment Funds, *Enrollment Rate, Higher Education, Institutional Characteristics, *Private Colleges, School Funds, *Statistical Surveys, Student Costs, Student Teacher Ratio, Teacher Characteristics, Teacher Salaries
Identifiers-United Negro College Fund

The 1978 statistical report of member institutions of the United Negro College Fund is presented. Data are provided on enrollment, degrees granted, faculty, and institutional and student finances for the 41 member institutions, which are private, accredited, predominantly black colleges and universities. Total enrollment at member institutions, including summer school and additional spring semester students, is approximately 50,000 students. Total 1977 enrollment data for the institutions are provided for freshman, undergraduate and graduate students, white students, and males and females. Appendices provide enrollment data for 1974-77 by individual institutions. Information is provided on the level and types of degrees offered and educational plans of students, and appendices provide data for 1976-77. Data are provided on total faculty, faculty by degrees, student-faculty ratio, faculty compensation, fund revenues and expenditures, surpluses and deficits, endowment, average charges to students, and parental income. (SW)

ED 158 651	HE 010 347

Suter, Larry E.
Trends in College Enrollment by Family Income for Regions of the United States.
Pub Date-77
Note-8p.; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*College Attendance, College Students, *Economic Factors, *Enrollment Influences, *Family Income, Geographic Regions, Higher Education, High School Graduates, *School Statistics, Social Influences, *Socioeconomic Influences, Statistical Analysis, Surveys

This assessment of college enrollment is based on data from the 1970 and 1976 October Current Population Surveys on college participation rates for 18-24 year olds by income level for four regions. In all regions, high school graduation rates were higher for persons in families with highest income levels. College attendance is more likely than high school attendance to be dependent upon financial support from the family. Neither variations in costs of living nor the racial composition of regions were strong determinants of college participation rates within equivalent income categories. Only small differences were found between major regions of the country. College attendance was determined by the ability to complete high school and attributes associated with family income level. Statistical data are appended. (SW)

ED 158 756 IR 006 357

Simpson, George A.

Automated Circulation Systems in Public Libraries.

Mitre Corp., McLean, Va.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.-MTR-7769
Pub Date-Jun 78
Note-48p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Costs, *Data Analysis, Equipment Manufacturers, *Library Automation, *Library Circulation, *Public Libraries, Questionnaires, Tables (Data)

Data analysis of a questionnaire completed by 38 public libraries in the United States and Canada who possess turnkey'' automated circulation systems is presented. Results show that libraries are enthusiastic about benefits to staff and patrons. For libraries with increasing circulation, the computer allows more time to handle additional work load without hiring more staff. For libraries with little growth, an automated system allows them to reduce the number of people at the circulation desk and to assign them to less routine tasks. Library usage insights were gained. Minor breakdowns and software problems were generally tolerated, but major problems and user inconvenience were less tolerated. Conversion of bibliographic data into machine readable format created a large task which libraries dealt with by hiring part-time personnel. The majority agreed that they would automate if they had the chance to do it over benefits are evident once the system is operational. Satisfaction with vendor support was expressed. A significant number reported power failures due to voltage variations on power lines most have had voltage regulators installed. Appendices include lists of libraries that responded and vendors of automated circulation control systems, as well as the survey questionnaire. (Author/MBR)

ED 158 780 IR 006 421

Arena, Eduardo And Others
Economic Analysis of Educational Television in Maranhao, Brazil.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date-10 Feb 77
Note-52p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Cost Effectiveness, *Developing Nations, *Economic Research, *Educational Economics, Educational Opportunities, *Educational Television, Prediction, *Secondary Education, Social Factors, Tables (Data)
Identifiers-Brazil

In 1969, the State of Maranhao in north-east Brazil instituted a system of educational television designed to provide instruction for the last four years of basic education. It affects some 13,000 students living in the poor outer suburbs of the capital of the State. The experiment is today faced with the vitally important problem of expansion. The first chapter of this report provides a brief summary of the economic and educational situation, and describes the education system in Maranhao and the Maranhese Foundation for Educational Television (MFTVE). The second chapter deals with the costs of the system from various points of view, and the third is a tentative appraisal of its educational effectiveness. Concluding comments based both on empirical data and on more informal observations include suggestions for priorities on which MFTVE should concentrate in the immediate future. (VT)

ED 158 862 PS 009 565

Speidel, Gisela E.

Integration of Staff Development and Research: Description of the Staff Development Project in Progress for the School Year 1975-1976. Technical Report #62.

Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.

Spons Agency-California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.

Pub Date-Feb 76

Note-14p.; For related documents, see PS 009 533-564 and PS 009 566-573

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Action Research, *Demonstration Programs, Early Childhood Education, Educational Improvement, *Effective Teaching, *Faculty Development, Hawaiians, *Inservice Teacher Education, *Methods Teachers, Professional Training, Research

Identifiers-Hawaii, *Kamehameha Early Education Program

This report from the Kamehameha Early Education Program (KEEP) describes the 1975-76 KEEP staff development program, which was designed to integrate staff development and research. Specific purposes of the program were: (1) to develop the abilities of the teaching staff in teaching, consultation, and research; (2) to conduct pilot research in effective teaching behaviors and methods in the classroom; and (3) to generate the groundwork for broadening the content of KEEP teachers' consultation efforts in the public schools. The structure of the program is outlined, and several projects undertaken by participants are described briefly. A preliminary evaluation of program effectiveness is presented. (Author/RH)

ED 158 883 PS 010 076

Rohner, Ronald P., Rohner, Evelyn C.

A Multivariate Model for the Study of Parental Acceptance-Rejection and Child Abuse.

Pub Date-78

Note-34p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Behavior Patterns, *Child Abuse, Environmental Influences, Individual Characteristics, *Models, Neglected Children, *Parent Attitudes, *Parent Child Relationship, Personality Problems, Questionnaires, *Rejection, Research, *Social Factors

This paper proposes a multivariate strategy for the study of parental acceptance-rejection and child abuse and describes a research study on parental rejection and child abuse which illustrates the advantages of using a multivariate, (rather than a simple-model) approach. The multivariate model is a combination of three simple models used to study child abuse and neglect (psychiatric, behavioral and social-situational), and is based on the supposition that parental behavior is a function of the parent's personal characteristics in interaction with the child's personal characteristics and behavior and with situational factors. The model suggests that psychological, behavioral and social-situational factors almost always operate simultaneously to produce rejection and abuse. Eighteen risk factors associated with child abuse and parental rejection are grouped into three categories consistent with the three major components in the multivariate model. A study of 14 abusive and 11 nonabusive families illustrates the relative advantages of the multivariate over the simple-model approach. Data on all three elements of the model were collected through home visits over a period of three months, the Parental Acceptance-Rejection Questionnaire (Adult PARQ II), the Personality Assessment Questionnaire (Adult PAQ), and a background data schedule measuring situational and demographic information. The child's perception of his parents' behavior was obtained through the Child PARQ, and an individual interview. Study data, analysed using both simple-model and multivariate approaches, indicated that variation in parental behavior could be better explained through an analysis of the cumulative effect of multiple risk factors (multivariate model) rather than three factors by themselves (simple-model). (CM)

ED 158 938 RC 010 703

Strong, Lois Metoxen

Choices & Careers; Free to Choose: Ideas for Planning.

Wisconsin Univ., Madison, Univ. Extension.
Spons Agency-Extension Service (DOA), Washington, D.C.
Note-31p.; For related documents see ED 152 446-449 and RC 010 701-709
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*American Indians, *Career Awareness, *Career Education, Contraception, Family Life, Family Planning, *Females, *Marriage, Parent Participation, Pregnancy, Social Attitudes, *Teenagers, Tribes
Identifiers-*Career Development Project for Tribal Girls

Very common among young people is the attitude that sex should be absolutely spontaneous. Taking precautions in advance of intercourse is cold, calculating and unromantic. Some teenagers regard themselves as invulnerable; only other girls get pregnant. These and other attitudes surrounding teenage pregnancies are explored in this unit, which attempts to give adults information and background that will help young girls in making decisions about marriage. Some history of birth control methods used by various tribal groups is given, traditional marriage customs are described, and the recent changes in attitudes about marriage and the woman's role are discussed. Problems of teenage marriage and pregnancy are also explored. An activity section of the document features questionnaires on venereal disease, marriage IQ, marriage contracts, and teenage marriages. Using these questionnaires as a starting point can help facilitate discussions and impart information. A How Parents Can Help'' section gives practical advice in building feeling of parental approval and support and Things to Do With Your Daughter'' lists activities and discussion topics. This unit is based on the units for teenage girls Just for You'' and Marriage Expectations or Reality.'' (Author/DS)

ED 159 011 SE 024 785

Training Course on the Marine Ecology of the Red Sea. Red Sea & Gulf of Aden Programme (PERSGA).

Arab Organization for Education and Science, Cairo (Egypt).

Pub Date- 76

Note-17p.; For related documents, see SE 024 782-787; Contains occasional light and broken type

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Course Content, *Curriculum, Ecology, *Educational Programs, Environmental Education, Instruction, Marine Biology, Natural Sciences, *Oceanology, Science Education, Sciences, *Training Techniques

Identifiers-Arab States, *Red Sea

This document presents a training course on the marine ecology of the Red Sea designed by the Arab League Educational, Cultural and Scientific Organization (ALECSO) in collaboration with the Marine Science Department of UNESCO for the Program for Environmental Studies, Red Sea and Gulf of Aden (PERSGA). It was hosted by the Marine Science Station, Ghardaqa, Egypt from March 5th to April 9th in 1977. Two groups participated in teaching the course: (1) a group of German marine scientists recruited by UNESCO; and (2) a group of Egyptian marine scientists from the University of Alexandria and from the Institute of Oceanography and Fisheries (IOF), Egypt. The course content, name of instructors, and distribution of hours are also presented. (HM)

ED 159 144 SP 012 975

Neiner, Glenn Allen

Analysis of Planned Change Within Comprehensive Senior High Schools That Individualize Instruction.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report No.-TR456

Pub Date-Jun 78

Contract-OB-NIE-G-78-0117

Note-263p.; Figure 3 is unreadable due to typeovers

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors-Administrator Role, Change Agents, *Change Strategies, Curriculum Development, *Educational Change, *Educational Innovation, *Individualized Instruction, *Secondary Education

Identifiers-*Individually Guided Education

This research study focused on the change process that was used to bring about individualized schooling in six comprehensive senior high schools. The first chapter contains an overview of the study including a statement of the problem, background of the study, and a review of related literature. In the second chapter the six schools are comprehensively described. These descriptions outline the city and district background, school population, physical facilities, individualized program history, curriculum, teacher student advisement program, administrative and organizational arrangements, and support agencies. Presentation and analysis of data obtained from each school comprises the third chapter. The final chapter presents a summary of the study, findings, conclusions, and implications for further study. (JD)

Denton, Jon J. And Others
1978 Report of College of Education Standing Committee on Follow-Up Evaluations (Graduate Programs).
Texas A and M Univ., College Station. Coll. of Education.
Pub Date-78
Note-222p.; Parts may be marginally legible due to type size
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors-College Graduates, *Curriculum Evaluation, *Doctoral Degrees, Educational Assessment, *Education Majors, *Employment Patterns, Followup Studies, *Graduate Surveys, Higher Education, *Masters Degrees, Professional Occupations, Program Evaluation
Identifiers-Texas A and M University

Results of a follow-up survey of recipents of Masters and Doctoral degrees from the College of Education of Texas A&M University are reported. The scope of inquiry included those who completed post-baccalaureate programs between May 1975 and May 1977, inclusively. Professional and employment profiles were obtained from holders of each degree. Their perceptions regarding the effectiveness of the school's curriculum and program were sought. The following courses were the focus of the study: (1) agricultural education; (2) educational administration; (3) educational curriculum and instruction; (4) educational psychology; (5) health and physical education; (6) interdisciplinary education; and (7) industrial education. Comments and suggestions on course effectiveness given by respondents in both categories are appended. (JD)

ED 159 187 TM 007 376

Kelly, Eileen

Research Report: The Holt Basic Reading System (HBRS) Field Study (1976-1977). Study Phase: Student Interest Survey.

Holt, Rinehart & Winston, New York, N.Y. Product School Research.
Pub Date-Jul 77
Note-19p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Age Differences, *Childhood Interests, Elementary Education, *Elementary School Students, Instructional Materials, National Surveys, Program Attitudes, Questionnaires, *Reading Interests, Recreational Activities, Sex Differences, Student Attitudes, *Student Interests, *Vocational Interests

Questionnaires were distributed to 6,354 elementary school students participating in the Holt Basic Reading System Field Study. Primary students reported that their favorite activity is watching television; intermediate students, playing sports. Approximately 25% of the students did not have a pet; 46% reported having a dog; 15%, a cat. Almost 48% of the intermediate students reported that they did not belong to a club or organization. The Scouts was the most frequently named organization by those students who did belong to a club. Across grade levels, male students generally selected the careers of sports player and police detective; female students generally chose teaching and nursing. Primary students, as a whole, reported a strong interest in books about animals and fairy tales. Intermediate students reported a strong interest in books about mysteries, animals, and puzzles and jokes. In addition, intermediate students preferred fiction to non-fiction. Students, across grade level and sex, reported that their favorite subject is art expression; least, social studies. Primary students reported that they like to learn with books and movies; intermediate students, with movies, records, and tapes. (Author/CTM)

ED 158 712 IR 006 110

Hopkins, Cleve

Community Information and Services Centers: Concepts for Activation.

Office of Telecommunications (DOC), Washington, D.C.
Report No.-OT-76-94
Pub Date-Jul 76
Note-128p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (210-801/371)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Automation, *Community Information Services, Costs, Data Analysis, Equipment, Experimental Programs, *Information Centers, Local Government, Objectives, Planning, Program Evaluation, Tables (Data), *Telecommunication, *Urban Population
Identifiers-*Community Information and Services Centers

An experimental program based on a study by the Department of Housing and Urban Development was activated to deliver services to urban residents via automated communications technology. Designed to contribute to improvement in the quality of life, the program of a Community Information and Services Center (CISC) included: outreach programs, i.e., an active way of seeking out those who are in need of service, and providing information in whatever form and by whatever means required to satisfy user needs, e.g., public schedules of community events; educational, banking, and emergency services; legal, weather, and fare, ticket, and schedule information; expanded yellow page service; and access to government data. This paper describes basic CISC concepts, perceptions, and preliminary plans. Equipment needs, location, staffing, costs, enumeration of services, and computer automation are also described, and a detailed itemization of the kinds of information needed by urban residents, as indicated by current research, is provided. (Author/MBR)

ED 158 920 RC 010 671

Sinnamon, Ian T. Loo, G. A. van't

Cyclone-Resistant Rural Primary School Construction - A Design Guide. Educational Building Report 7.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Pub Date-77

Note-60p.

Available from-UNIPUB, Box 433, Murray Hill Station, New York, N.Y. 10016

Document Not Available from EDRS.

Descriptors-Air Flow, *Building Design, Building Materials, Design Needs, *Elementary Schools, Guides, Roofing, *Rural Schools, *School Construction, *School Safety, Windows

Identifiers-Asia, *Natural Disasters, Weather

One of a series of documents on design of disaster-resistant buildings, this publication treats construction of rural primary schools to resist destruction by wind and water from cyclones. Also appropriate for other buildings, material is aimed at rural primary schools because they are less likely to be professionally designed or supervised; the premise is that the schools should be safe not only for the children, but also as a place of community refuge. The guide contains more than 40 design drawings and 14 photographs taken in Bangladesh after the 1970 cyclone. Following an introduction and brief discussion of building styles, the guide is organized into six major sections: (1) nature of wind and water threats wind and tropical storms, how environment affects wind, wind loads; (2) selection and use of site vegetation, windbreaks, seasons, flooding, storm surge; (3) roofs slopes, shape, flat roofs, overhangs and canopies, timber framing, cyclone-resisting connections, roof sheeting, purlins and trusses, roof to wall; (4) walls and foundations framed walls, masonry walls, wall openings, wooden shutters, fixing of frames, foundations; (5) deterioration of materials and fixings timbers, concrete, metal, detachable elements; (6) emergency measures to protect buildings from strong wind and water. More than 30 references are cited. (RS)

ED 158 957 SE 023 477

Walke, Raymond H. Walke, Jayne G.
Environmental Microbiology Modules. Final Report.
New Hampshire Vocational Technical Coll., Berlin.

Pub Date-Jun 77
Note-670p.
EDRS Price MF-$1.16 HC-$35.49 Plus Postage.
Descriptors-College Science, Environment, *Higher Education, Individualized Instruction, *Instructional Materials, *Microbiology, *Programed Units, *Science Education, Undergraduate Students, Units of Study

This publication is the result of a project to develop microbiology instructional materials for vocational college students. These materials are a series of self-paced modules. Each module includes a pre-test, an introduction and historical packet, an organizational packet to set the framework for in-depth study, one or more in-depth packets, a challenge packet in which the student moves into the environment, and an end-of-module test. There are 10 theoretical modules which cover the basics needed in microbiological studies and 20 environmental modules which actually are the microbiological studies. These modules may be adapted, modified and applied in a variety of ways. The final report of the project is presented which includes a literature review, methodology description, summary, conclusions and recommendations, budget, and bibliography sections. The materials were used by a total of 60 students who were either natural resource management seniors or freshmen, registered nurses, licensed practical nurses, or laboratory technicians in non-credit or night courses. (MR)

ED 158 985 SE 024 680

Schulze, Terry L., Ed. Kriner, Ray R., Ed.

Pesticide Applicator Training Manual, Category 8B: Mosquito Control for New Jersey. A Training Program for the Certification of Commercial Pesticide Applicators, and Study Questions.

Rutgers, The State Univ., New Brunswick, N.J. Cooperative Extension Service.

Pub Date- 77

Note-80p.; For related documents, see SE 024 677-679

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Biology, *Certification, *Entomology, *Instructional Materials, *Pesticides, *Post Secondary Education, Public Health, Safety, *Units of Study

Identifiers-Mosquitoes, *New Jersey

This training manual provides information needed to meet the mimimum EPA standards for certification as a commercial applicator of pesticides in the mosquito control category. The text discusses the aspects of mosquito biology and control by biological, mechanical, and integrated measures. A study guide with sample and study questions is included. (CS)

ED 159 037 SE 024 857

A Federal Plan for Natural Disaster Warning and Preparedness, Federal Committee for Meteorological Services and Supporting Research.

National Oceanic and Atmospheric Administration (DOC), Rockville, Md.

Pub Date-Jun 73

Note-159p.; Contains occasional light and broken type; Photographs may not reproduce well

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($2.10)

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors-*Climatic Factors, Earth Science, *Emergency Programs, Environment, *Federal Programs, *Meteorology, Physical Environment, *Program Descriptions, Regional Characteristics, Science Education, Thermal Environment

This plan to mitigate the impact of potential geophysical natural disasters, including those caused by hurricanes, tornadoes, floods and earthquakes, integrates and coordinates the multiagency functions in warning services and community preparedness related to many of these disasters. The plan is divided into five sections. The first two sections establish the background for a plan and identify the authority and source of needs to which the plan is addressed. Section 3 discusses the functions of environmental monitoring, warning preparation and warning dissemination. Section 4 discusses community preparedness and Section 5 is a detailed description of needs versus programmed actions, costs and benefits. (Author/BB)

ED 159 060 SE 024 914

Hotchkiss, Neil
Common Marsh Plants of the United States and Canada. Resource Publication 93.
Fish and Wildlife Service (Dept. of Interior), Washington, D.C.
Pub Date-Dec 70
Note-104p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.00)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Biology, *Botany, *Guides, Instructional Materials, Natural Resources, *Plant Identification, Plant Science, Science Activities, Science Education, *Water Resources, *Weeds

Described in this guide are the emergent and semiemergent plants most likely to be found in inland and coastal marshes. The guide is intended for field identification of marsh plants without resources to technical botanical keys. The plants are discussed in seven groups. Within each group the kinds which resemble one another most closely are next to each other. To identify a plant one first finds the group in which it fits, then finds a drawing and description that matches it. Each description is headed by a common name and a scientific name. In parentheses are alternative names. (BB)

ED 158 671 HE 010 380

Froomkin, Joseph

Full-Time Faculty in Higher Education Numbers, Ages and Wages.

Educational Policy Research Center for Higher Education and Society, Washington, D.C.
Pub Date-Apr 77
Contract-300760026
Note-44p.
Available from-Joseph Froomkin, Inc, 1015 18th Street, N.W., Washington, D.C. 20036
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Age, *College Faculty, Doctoral Degrees, Employment Opportunities, Faculty Mobility, *Futures (of Society), *Higher Education, *Job Market, Labor Supply, *Salary Differentials, Statistical Data, *Teacher Salaries, Trend Analysis

The study deals with two topics: the damand for full-time faculty and their wages. In order to construct an index of demand for full-time faculty, the age distribution had to be estimated. The net mobility by five-year age group for the period 1970 to 1975 was determined, and the net mobility was estimated for the period ending in 1985. Two striking findings are documented: (1) the median age of faculty increased by one year between 1970 and 1975, and is projected to increase by four years during the 1975-1985 period; and (2) the net mobility of faculty is expected to decline significantly in the five years ending in 1980, and drop even further between 1980 and 1985 to roughly one-fifth the levels experienced in the first half of the 1970's. Job opportunities for young PhD's can be expected to deteriorate significantly. The extent of this decline in job opportunities portends the loss of a whole generation of potential scholars. The weakened demand has had variable effects on faculty wages, depending on academic rank. (MSE)

Gabrys, Robert E.

A Planning Format for Classroom Teachers to Develop Instructional Modules as a Means of Individualizing Instruction.

Pub Date-Nov 77
Note-12p.; Paper presented at the Ninth Annual Conference of the International Congress for Individualized Instruction (LaFayette, Indiana, November 6-8, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Elementary Secondary Education, *Individualized Instruction, *Instructional Design, *Learning Modules, Needs Assessment, *Planning, Teacher Education, Teaching Methods

This paper focuses on individualizing instruction as it relates to the diagnosis of the needs of individual learners and the development of appropriate instructional activities to meet these needs. A format is presented for assisting teachers in the process of personalizing instruction in an effort to optimize the learning environment for each pupil. Twelve components of this process are defined and discussed: statement of general topic, specification of content area, rationale, learner outcomes, prerequisites, preassessment, learning activities, post-assessment, remediation and/or enrichment, duration, resources needed and available, and physical arrangement. No statistical research analysis has been conducted on the effectiveness of the format; but it has face validity based upon the comments of some 250 teachers who, over a five-year period, have studied the model, and utilized it in developing and implementing real lessons. (VT)

ED 158 821 JC 780 480

Knight, Brent
President's Report, 1976-78.
Triton Coll., River Grove, Ill.
Pub Date-78
Note-31p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Administrative Change, Administrative Problems, Administrator Role, *Annual Reports, College Administration, Community Colleges, Educational Finance, *Institutional Characteristics, *Junior Colleges, Objectives, *Organizational Development, Presidents, Statistical Data

After stating the goals of the new president of Triton College (Illinois) for his first two years of office (1976-78), this annual report focuses upon the activities, achievements, and management concerns of the college for this period. These issues are discussed in terms of the process of developing and implementing appropriate strategies to deal with them and include: instructional improvement, space and facilities problems, financial resources, college management, professional review, community service, a changing student body, and relationship with the Board of Trustees. A series of bar graphs for the periods 1975-76, 1976-77, and 1977-78 present statistics for revenues; financial aid per student; instructional cost per semester hour compared with suburban area averages; expenditures in each area of institutional activity; amounts and sources of grants; student enrollments by program; weekly student contact hours by program; attendance at workshops and seminars; graduates by program; and full- and part-time faculty, administrative and classified personnel. Finally, the paper outlines the major problems facing Triton College in the next ten years, and provides an encapsulated history of the major events of 1976-78. (MB)

ED 158 842 PS 009 545

Omori, Sharon And Others

A Study of Time Spent Working at Learning Centers. Technical Report #17.

Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.

Spons Agency-California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.

Pub Date- 74

Note-14p.; For related documents, see PS 009 533-544 and PS 009 546-573

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Classroom Observation Techniques, *Demonstration Programs, Early Childhood Education, *Grade 1, Hawaiians, *Kindergarten Children, Primary Education, Research, *Student Behavior, *Task Performance

Identifiers-Hawaii, *Kamehameha Early Education Program

This study examined the proportion of time children in the Kamehameha Early Education Program schools spend at actual school work in learning centers. Systematic time-sampled observations using multiple observers were conducted in December-January and again in March-April. The subjects, 12 children (6 kindergarteners and 6 first graders) were observed two times each in the two time periods by five staff members. Observations were coded for two mutually exclusive behavioral categories of pupil activity: on-task (work appropriate behavior) and not on-task (behavior not appropriate for the situation, and play behavior following completion of work). Results indicated that children spent proportionately less time working (on-task behavior) than on non-work activities (not on-task behavior). (CM)

Beckerman, Wilfred
Measures of Leisure, Equality and Welfare.
Organisation for Economic Cooperation and Development, Paris (France).
Pub Date-78
Note-66p.; Not available in hard copy from EDRS due to small type size of original document; Table 2.2 may not reproduce clearly due to poor ink density
Available from-OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 ($3.50, paper cover)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Developed Nations, Economic Development, *Economic Factors, *Economic Progress, *Economic Research, Economics, Economic Status, Foreign Countries, Income, *Leisure Time, Productivity, Quality of Life, Recreational Activities, Social Indicators, Social Welfare, Welfare
Identifiers-Gross National Product

Recently, there has been growing criticism of the usefulness of the conventional measures of gross national product (GNP) to reflect the growth of economic welfare. It is argued that GNP fails to allow for certain measures of economic welfare. The object of this study is to examine how much difference would be made to the relative growth rates of countries if estimates were made for the most important of these items, namely leisure and income distribution. The estimates of measurable economic welfare incorporating the adjustment for changes in leisure were made for 13 developed nations for the period 1950-52 to 1971-73 using the Nordhaus/Tobin method and the Usher method of measuring economic welfare while allowing for changes in leisure. The estimates on income distribution were confined to fewer countries and to shorter time periods. It was found that allowance for income distribution has a negligible impact on measured growth rates and that countries that had relatively high growth rates measured in terms of conventional GNP also had relatively high growth rates in terms of economic welfare adjusted for changes in leisure. The results indicate that GNP is still a reasonably good indicator of relative growth rates of economic welfare. (Author/JK)

ED 159 104 SO 011 117

Perez, Lorenzo L., Ed. Benedick, Gerald R., Ed.

Trade Policies toward Developing Countries: The Multilateral Trade Negotiations.

Agency for International Development (Dept. of State), Washington, D.C. Bureau for Intragovernmental and International Affairs.

Pub Date-78
Note-252p.
EDRS Price MF-$0.83 HC-$14.05 Plus Postage.
Descriptors-Change Strategies, Conference Reports, Conflict Resolution, Developed Nations, Developing Nations, Economics, *Exports, Foreign Countries, *Foreign Policy, *Global Approach, *International Law, *International Relations, Problem Solving
Identifiers-*International Trade

Proceedings are presented of a 1977 conference about aspects of international trade negotiations of importance to developing countries. Participants included staff from Washington-based international organizations, various United States departments, Congressional staff, and students of the Foreign Service Institute. Transcripts of three addresses are presented, including comments by two respondents for each paper. The first paper considers special and differential (S&D) treatment measures for exports of developing countries to provide opportunities for improved market-access in developed countries' sectors where quantitative restrictions constitute an important obstacle to trade. The second paper discusses the international experience with safeguard actions under existing rules of the General Agreement on Tariffs and Trade. It also makes recommendations to improve the functioning of the safeguard system including provisions of S&D treatment for developing countries. The third paper argues that an accepted element of any new agreement on the use of export subsidies and other promotion schemes should be that equity and international relations considerations justify a differential treatment for export promotion schemes adopted by developing countries. (Author/AV)

ED 159 123 SO 011 152

Block, Marilyn R. And Others

Uncharted Territory: Issues and Concerns of Women over 40.

Maryland Univ., College Park. Center on Aging.

Spons Agency-Administration on Aging (DHEW), Washington, D.C.

Pub Date-Aug 78

Grant-90-A-1175(01)

Note-258p.

Available from-Marilyn R. Block, Center on Aging, University of Maryland, College Park, Maryland 20742 (free while supplies last)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Bibliographies, Cultural Factors, Curriculum Guides, Death, Employment, Family Relationship, *Females, Filmographies, Gerontology, Health, Higher Education, Labeling (of Persons), Legal Aid, *Middle Aged, *Older Adults, Racial Factors, Resource Guides, Retirement, Secondary Education, Senior Citizens, Sexuality, Social Problems, Social Relations, Status, Stereotypes, *Units of Study, Widowed

The curriculum guide presents 14 modular units for teaching a college-level course about older women (age 40 and above). An introduction discusses the need for and lack of literature or research about older women and their specific personal, financial, and social problems. It also suggests instructional approaches, consideration of students' individual experiences with aging, and importance of input from older women. The 14 units treat the following topics: stereotypes of older women, a demographic profile of the older woman, menopause and sexuality, health and medical issues, mental health and related issues, life patterns, family relationships, social networks, widowhood and death, older women and the legal system, employment and retirement, social security and pensions, continuing education, and ethnic and racial variations. An annotated filmography describes over 100 films about middle-aged and older women, and a bibliography lists approximately 1,000 books and articles. (AV)

ED 158 632 HE 010 266

Andrews, Grover J.

Nontraditional Education: The Quality Issue and Military Base Education.

Pub Date-11 Apr 78

Note-12p.; NAIMES Conference, National University Extension Association Annual Meeting (April 11, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Armed Forces, Case Studies, College Role, *Delivery Systems, Educational Accountability, *Educational Assessment, *Evaluation Criteria, *Extension Education, External Degree Programs, Higher Education, Interagency Coordination, Interinstitutional Cooperation, *Military Personnel, Nontraditional Students, Program Evaluation, Surveys

Postsecondary education programs at military installations have been offered jointly by the military and higher education institutions to meet the needs of the on-duty serviceman. Undergraduate and graduate courses are designed to contribute to skills in the military occupation, develop skills for a second career, and provide personal enrichment. In-depth case studies of the quality of these programs will be conducted in 1978 in order to holistically assess the programs and evaluate the effectiveness of delivery of educational programs by civilian schools to military bases. The current roles of the schools, military, the states, accrediting commissions, and other organizations will be identified, and elements of an on-going system of quality control will be determined. Information will be gathered from selected military educational programs on need assessments, purpose and objectives, implementation and evaluation procedures, administration organization, faculty, and curriculum. Evaluation criteria for on-site visits to military bases and a schedule of the activities of the advisory committee for the study are presented. (SW)

State Postsecondary Education Profiles Handbook. 1978 Edition. Report No. 88

Education Commission of the States, Denver, Colo.; State Higher Education Executive Officers Association.; Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.
Spons Agency-Kellogg Foundation, Battle Creek, Mich.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jul 78
Note-295p.; Not available in hard copy due to marginal legibility of original document
Available from-Department of Postsecondary Education, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, Colorado 80295 ($8.50)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Annual Reports, Articulation (Program), Educational Finance, *Educational Supply, *Enrollment Trends, *Governance, Governing Boards, Higher Education, Institutional Characteristics, *Post Secondary Education, Resource Allocations, State Agencies, State Aid, State Licensing Boards, State Programs, *State Surveys, Statewide Planning, *Statistical Surveys, Teacher Characteristics, Tuition, Vocational Education

The third edition of the Profiles Handbook presents information about postsecondary education in the 50 states and the District of Columbia. Information about each state is organized into four main parts as follows: Part I contains a narrative description of the state-level coordinating or governing agency, institutional governing boards, master planning activities, the 1202 commission, state student assistance agencies, state board of vocational education, state-level organization for private colleges, licensure or approval agencies, committees for articulation between elementary-secondary and postsecondary education, nongovernment oganizations, and statutory advisory committees or task forces. Part II presents descriptive statistics on state population and trends, financial based, state and local governmental spending, spending on higher education, institutional revenues and expenditures, student demand and enrollment trends, and 1976-77 data on faculty characteristics, student tuition, and fees. Part III lists annual and biennial reports from state agencies, and Part IV lists in-process special reports and studies. (LBH)

ED 158 691 HE 010 408

Zawadski, Alfonso S.

Allied Health, Nursing and Health-Related Manpower Supply and Demand in Pennsylvania.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.
Pub Date-77
Note-162p.; Some tables may not reproduce well due to small print size
Available from-Pennsylvania Department of Education, Box 911, Harrisburg, Pennsylvania 17126
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-Associate Degrees, Bachelors Degrees, Educational Needs, *Employment Projections, *Enrollment Trends, *Health Occupations Education, Health Personnel, Health Services, Higher Education, Hospital Personnel, Hospitals, Job Market, *Manpower Needs, Nurses, *Nursing, Nursing Homes, *Occupational Surveys, Postsecondary Education, State Surveys, Statistical Data
Identifiers-*Allied Health, *Pennsylvania

The status of postsecondary allied health and health-related programs in Pennsylvania was studied. Among the data presented are the following: types of awards offered in 1976-77 by program at four-year institutions; the average number of graduates for 1969-73 and the number projected for 1974-78 by program, and 1973 enrollments by sex; programs under development or considerations for development in 1974, anticipated enrollment, and estimated number of graduates per year from 1975-1980; selected American Medical Association approved/accredited hospital education program offered in 1974 by county and total numbers offered by the State and nationwide; estimated employment of selected health personnel in hospitals broken down by bed size and a comparison of the estimate full-time and part-time personnel for 1968 and 1974; nursing home employees in 1974 in selected health occupation; registered nurse programs offered by hospital diploma schools of nursing for 1975; associate degree nursing programs offered in hospitals and public vocational schools in 1974-75; and data on 1970 employment and 1980 projected employment in selected health occupations. Recommendations are included. (SW)

ED 158 781 IR 006 423

Scigliano, Virginia S.
Telecourses by Cablevision: Nova University of the Air (NovAir).
Nova Univ., Coral Springs, Fla.
Pub Date-Jul 78
Note-40p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Accounting, *Cable Television, *Course Descriptions, *Course Evaluation, *Educational Television, Publicize, School Community Relationship, Sexuality, Telecourses, *University Extension, *Video Cassette Systems

The planning, operation, and evluation are described for the initial courses offered by Nova University of the Air (NovAir), a program designed to bring courses for credit and non-credit to students via cable television, open broadcast, instructional television, radio, newspaper, and independent study. The two courses, Human Sexuality and Accounting, were taught during the spring of 1978. In addition to viewing the telelectures, students were required to attend three evening lectures during the term. Textbooks, study guides, written assignments, and examinations supplemented the telelectures and student meetings. A formal evaluation of the project was completed, and the results indicate that there may be great utility in continuing the program, assuming there is direct support of program directors and the installation of incentive tuition. (VT)

ED 158 802 JC 780 460

Stalcup, Robert J. Hall, Richard S.

The Community Junior College and Instructional Television.

Pub Date- 78
Note-15p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Administrator Attitudes, Closed Circuit Television, Community Colleges, Cost Effectiveness, *Educational Alternatives, Educational Technology, *Educational Television, *Junior Colleges, Open Circuit Television, *Program Effectiveness, Student Reaction, Teacher Attitudes, *Vocational Education

The rapid growth in the educational usage of television in community and junior colleges has gone on largely unnoticed by a surprising number of faculty and administrators, despite the fact that two-year colleges are more likely candidates for its usage than four-year institutions. This is due to the heavy commitment which community colleges make to developing manipulative skills that lend themselves to visual presentation. Continuing growth in community college occupational programs will further substantiate the need for instructional television (ITV). Although the effectiveness of educational television (ETV) has been examined and disputed for over 40 years, ETV (the educational broadcasting sector) and ITV (the closed circuit sector) are worth the necessary investment of time and money for educational institutions that have a receptive faculty and student body, and can develop instructional programs to meet existing curricular needs and expand ITV capabilities. Nonetheless, before involving itself with these modes of instruction, an institution must consider compatability between college goals and objectives and televised instruction; administrative, faculty, and student needs for ETV; whether adequate long-term fiscal support for the program can be assured; whether the faculty will support ETV use; and if ready-made tapes are available or will have to be home-produced. A bibliography is included. (TR)

ED 158 863 PS 009 566

Higa, William R.

Self-Instructional Versus Direct Training in Modifying Children's Impulsive Behavior. Technical Report #63.

Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.

Spons Agency-California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.

Pub Date- 75

Note-33p.; Paper based on Ph.D. dissertation, University of Hawaii, 1973; For related documents, see PS 009 533-565 and PS 009 567-573

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Attention, *Cognitive Processes, *Demonstration Programs, Early Childhood Education, Hawaiians, Intervention, Kindergarten Children, *Mediation Theory, *Self Control, Transfer of Training

Identifiers-Hawaii, *Kamehameha Early Education Program

This study compares self-instructional (SI) and direct training (DT) effects on task performance of impulsive kindergarten children. Fifteen subjects with a mean age of 5.87 years and mean WPPSI IQ of 87.6 were randomly assigned to three groups: SI, DT and control. A pre-test, treatments, post-tests design which utilized Kagan's (1966) Matching Familiar Figures (MFF) Test, the Porteus (1965) Maze Test, and several sets of task items by Cattell, was employed. SI training was designed to teach subjects to use self-instructional verbalizations to guide their performance. The DT group received procedural instructions. The attention-control group practiced treatment group task materials for an equivalent time. There were two training sessions. One-way analysis of variance shows that training effects were significantly different from control effects in the second training session. No significant effects were found among MFF test scores across the pre- and post-testing sessions. Analysis of variance indicates the absence of generalization of training to performance on Raven's (1956) Coloured Progressive Matrices and the classification subtest from Cattell's (1950) Culture Fair Intelligence Test. Verbalizations of all subjects during testing were tape-recorded. No group differences in self-instructional verbalizations were found. Relations between verbalizations and test performance were low and nonsignificant. It is concluded that self-instructional training to improve the task performance of impulsive children should be reassessed. (RH)

ED 158 902 RC 010 583

Snipp, C. Matthew

Alternatives to Unemployment Among Wisconsin Native Americans. UWEX Staff Paper in Rural and Community Development, Report CD No. 15.

Spons Agency-Wisconsin Univ., Madison.
Report No.-UWEX-CD-15
Pub Date-Dec 76
Note-10p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*American Indians, *Change Strategies, Cultural Isolation, Economic Development, Employment Level, *Employment Problems, Reservations (Indian), *Socioeconomic Influences, *Unemployment
Identifiers-*Native Americans, *Wisconsin

The average unemployment level on Wisconsin Indian reservations is 39%. Across Wisconsin Indian communities, unemployment ranges from 20% to nearly 70%. A study of Indian unemployment in Wisconsin indicates that the employment level in Indian communities both on and off the reservation is affected by such conditions as the out-migration of Indians in the prime working ages of 25 to 45, the lack of accessability of local economic activity to Native Americans, and the match between the skill levels of the Native American labor force and the skill requirements of the labor market. Several policy implications stem from these findings: making reservation life more attractive to stem the outmigration of prime aged workers; expanding the Indian community's economic base to make employment opportunities more accessible to the Indian population and to help eliminate Indian reluctance to become involved in traditionally non-Indian dominated activities; ``trickling down'' aid through the larger community to help Indians; developing economic opportunities within the reservation; and upgrading the skills of Native Americans to make them more competitive in the labor market and to aid the Indian community's economic development. (NQ)

ED 158 986 SE 024 681

Brunner, J. And Others

Safe, Effective Use of Pesticides, A Manual for Commercial Applicators: Fruit Pest Control.

Extension Service (DOA), Washington, D.C.; Michigan State Univ., East Lansing. Cooperative Extension Service.

Report No.-MSU-EB-E-1032-1a

Pub Date-77

Note-89p.; For related documents, see SE 024 682-693 and ED 152 516-517; Contains occasional small, light and broken type

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-*Agricultural Production, *Certification, Entomology, *Instructional Materials, Job Skills, *Pesticides, Post Secondary Education, *Safety

Identifiers-*Fruit Trees, Michigan, *Pest Control

This manual is intended to assist pesticide applicators prepare for certification under the Michigan Pesticide Control Act of 1976. The primary focus of this publication is on fruit pest control. Sections included are: (1) Causes of fruit diseases; (2) Fruit fungicides and bactericides; (3) Insect and mite pests; (4) Insecticides and miticides; (5) Principles of insecticide/miticide usage; (6) Weed pests of fruit crops; (7) Fruit herbicides; and (8) Principles of herbicide usage. A list of self-help questions and instructions for completing the questions are presented at the end of each section. (HM)

ED 159 012 SE 024 786

Scientific Diving Training Course. Red Sea & Gulf of Aden Programme (PERSGA).

Arab Organization for Education and Science, Cairo (Egypt).

Pub Date- 76

Note-19p.; For related documents, see SE 024 782-787; Contains occasional light and broken type

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Course Content, *Curriculum, *Educational Programs, Environmental Education, Instruction, Natural Sciences, *Oceanology, Professional Training, Science Education, Training Objectives, *Training Techniques

Identifiers-Arab States, *Diving

This document presents the scientific diving training course organized by the Arab League Educational, Cultural and Scientific Organization (ALECSO) for the Program for Environmental Studies, Red Sea and Gulf of Aden (PERSGA). This course of six weeks duration aims to produce a person who is capable of carrying out scientific diving tasks in the range of zero to forty meters with complete safety. A description of the syllabus and the time schedule are presented. The publication also presents information for medical offices, equipment requirements and their costs. (HM)

ED 159 145 SP 013 001

Evaluation of School Health Programmes. Report on a Working Group. Bucharest, 2-5 August 1977.

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.

Report No.-ICP/MCH 007

Pub Date-77

Note-35p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Child Care, Data Collection, Family Involvement, *Foreign Countries, *Health Services, Organizational Effectiveness, Preschool Children, Preventive Medicine, *Program Evaluation, *School Community Cooperation, Social Factors

A discussion of the health services in the schools of eight European countries is presented in this report. The care of the preschool child is also examined. The working group assigned to this task considered different methods of evaluation, including those measuring quantity and quality of services and, in addition, discussed statistical means and methods and defined certain specific school health problems. Examples of child health problems suitable for study and follow-up within the school health services are considered. The group was also asked to discuss the tasks of existing school health staff and to pay special attention to the roles of doctors, nurses, teachers, parents, and pupils in school health work, in different types of health systems, both now and in the future. The general public health situation and socioeconomic structure of the eight countries are taken into consideration, and the future role of health systems and maternal and child health services is discussed. (JD)

ED 159 167 SP 013 069

Blackwell, Peggy J. And Others

Goals of Secondary Education as Perceived by Education Consumers. Volume 1, Summary.

Information Science, Inc., Manhasset, N.Y. Humanic Designs Div.; New Mexico Univ., Albuquerque. Inst. for Social Research and Development.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date- 73
Note-60p.; For related documents, see SP 013 069-072
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Academic Achievement, Citizenship, College Preparation, *Educational Objectives, *Educational Quality, Moral Development, *Opinions, *Parental Aspiration, *Parent Attitudes, Personal Growth, *School Responsibility, Secondary Education, Teacher Attitudes, Vocational Education

A study to determine parental attitudes towards the education their secondary school children were receiving was conducted at two sites: Albuquerque, New Mexico, and Philadelphia, Pennsylvania. A major objective was to determine the range of parent concerns, the logical structure of these concerns, and the priorities among the concerns. A secondary objective was to compare the structure as established by parents with that established by professionals and to compare priorities of the two groups. Analysis of the interviews showed a high similarity in the nature and range of parental concerns in both cities, with some differences attributable to geographic location and nature of the community. The following six outcomes, as determined by priority ranking were: (1) academic achievement; (2) vocational education; (3) personal growth; (4) moral development; (5) college preparation; and (6) citizenship education. Each of these outcomes is discussed with comparisons made between attitudes and emphasis in the two cities surveyed, and comparisons between attitudes of teachers and professional educators. There are four appendixes. The first briefly describes sampling procedures and the demographic characteristics of the two cities. The second focuses on the ranking of goals in Albuquerque. The structure of outcome goals from both cities, and parents and professionals, is presented in tabular form in the third appendix. Differences are ranked in the final appendix. (JD)

ED 159 188 TM 007 377

Thompson, Eugene W. And Others

A Study of Student Achievement Involving the Consideration of Racial and Socioeconomic Characteristics. Final Report.

Ann Arbor Public Schools, Mich.

Note-60p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Academic Achievement, Analysis of Covariance, Black Achievement, Family Characteristics, Grade 5, Intermediate Grades, Racial Balance, *Racial Differences, *Racially Balanced Schools, *Sex Differences, *Socioeconomic Status, *Tables (Data)

Identifiers-California Achievement Tests

Academic achievement of fifth grade students, statistically controlled for the student's socioeconomic status, was studied in relationship to the racial balance of the student's school. Eleven elementary schools were assigned to three categories in which the percentage of students who were black was either 11 to 15, 22 to 24, or 47 to 51%. Categories of students according to race, sex, or both were then compared across school racial-balance categories with respect to adjusted mean achievement test scores when the scores were adjusted for socioeconomic level. Black student achievement, in general, appeared to be negatively related to proportion of black students in each school category; but the effects were confounded by several additional considerations. The major portion of the difference was accounted for by black males. Also, the largest differences tended to be between schools in the 11 to 15 percent black category and the other two categories. It is suggested that differences in curriculum, attitudes, and school climate may be more important determiners of student achievement than race and sex, which were studied in this research. (Author/CTM)

ED 158 612 FL 009 728

Johnson, Fern L. Davis, Leslie K.

Hesitation Phenomena in the Language of Family Conversations Across Three Conversational Styles in Three Formats of Television Programming in the U.S.A.

Pub Date-78

Note-32p.; Paper presented at the World Congress of Sociology (9th, Uppsala, Sweden, Aug. 14-19, 1978); For related document, see FL 009 726 ; Document marginally legible due to print quality

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Discourse Analysis, Documentaries, Grammar, Language Patterns, Language Research, *Language Styles, Language Usage, Nonverbal Communication, Programing (Broadcast), Sociolinguistics, *Speech Communication, *Television, *Television Research

Identifiers-*Conversation, *Hesitation, Prime Time Television, Soap Operas

The research investigated the nature and frequency of hesitation phenomena in speech as presented within content segments featuring interaction among family members on three modes of television programming: documentary, prime time, and soap opera. A sample of videotape recordings for each program format was content-analyzed by noting repetitions, false starts, filled pauses, and unfilled pauses of at least .5 seconds duration. In addition, each conversational segment was categorized according to style (casual, personal, or intimate), and the placement of all pauses was determined as either grammatical or ungrammatical. Analyses revealed that: (1) hesitation phenomena occur least frequently within the prime time format and, depending on the particular measure, most frequently in either documentary or soap opera segments of conversation; (2) for most measures, hesitations occur most frequently in conversations of intimate style and their incidence in intimate style conversations is, with one exception, greatest in the documentary format with prime time segments consistently in the lowest position; (3) for all pausal phenomena, 34% are ungrammatical in the documentary format, 22% are ungrammatical in the prime time format, and 30% are ungrammatical in the soap opera format. The major conclusion of the research is that conversational realism may be perceived variously by viewers attending to different formats of television programming and that perceived content reality may be affected by formal aspects of speech behavior. (Author)

ED 158 757 IR 006 358

Freitag, Mary Sue
People Resource Exchange for St. Joseph County, Indiana.
Pub Date-Aug 75
Note-31p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Human Resources, Knowledge Level, *Librarians, Personnel, *Resource Guides, Skills

Names and general subject area knowledge of 104 members of library staffs in St. Joseph County, Indiana are presented. The participants are grouped under subject areas, e.g., antiques, architecture, golf, Hawaii, health foods, Michigan history, needlework, and Zurich, and coded according to the degree and type of knowledge they possess. This is designed to serve as a reference resource for all libraries in the area. (MBR)

ED 158 884 PS 010 078

Ball, William A.

Infants' Responses to Optical Expansion: Avoidance Not Tracking.

Pub Date- 77
Note-17p.
EDRS Price MF-$0.83 HC-$1.07 Plus Postage.
Descriptors-Infant Behavior, *Infants, *Perceptual Development, *Reactive Behavior, Research, *Stereopsis, Stimulus Behavior, *Visual Perception

In this study examining infants' responses to optical expansion, 18 infants between 36 and 61 days old watched expanding shadows that differed in the terminal location of the center of expansion and the number of dimensions undergoing change. Babies consistently rotated their heads upward during expansion of a closed figure when the center of transformation started above their faces and remained there over much of the trial. When the center of change shifted from eye level toward a point below the baby, avoidance (head rotation) was significantly less. Simple horizontal expansion of an open figure was intermediate in its effectiveness. The results are interpreted to mean that infants responded to optical expansion as if they were avoiding an approaching object. Because there were no upward moving contours in the stimulus display, the avoidance could not have been an artifact of tracking. Sensitivity to the apparent path of approach toward or below the face seems to play a key role in determining infants' responses to looming figures. (Author/BD)

ED 158 939 RC 010 704

Finley, Cathaleen Wolf, Delores

Choices & Careers; Free to Choose: Parenting Daughters - Unit for Adults. Leaders Guide.

Wisconsin Univ., Madison, Univ. Extension.

Spons Agency-Extension Service (DOA), Washington, D.C.

Note-19p.; For related documents see ED 152 446-449 and RC 010 701-709

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*American Indians, *Career Awareness, *Career Education, *Females, Parent Child Relationship, Parent Participation, Physical Fitness, Role Perception, *Self Concept, Sex Role, Sex Stereotypes, Socialization, *Teenagers, Tribes

Identifiers-*Career Development Project for Tribal Girls

The more a girl discusses an idea, the more likely she is to believe and practice the idea. With this as a basic premise, this document (prepared for parents and adult leaders) lists discussion topics or other kinds of activities that will help young girls explore several concepts. (1) Many forces tell a girl that she needs to improve or change her body image, thus lessening her self concept. Girls need to be proud of their bodies as they are. (2) Women have not had equal opportunities in athletics. Often women do not take pride in a strong body. A strong body can help a girl face the world with courage. (3) One of the myths of society is that girls are to be successful as housewives and men are to be successful in the world of work. (4) Some people label men and women with different kinds of characteristics. (5) At about junior high age girls' grades begin to drop and they begin to view themselves as preparing for a role as a mate and childbearer rather than for a career. (6) The socialization of girls is also influenced by parents, schools, and the media. (Author/DS)

ED 158 958 SE 023 982

Outen, Ronald, Ed. Lawson, Simpson, Ed.
Toward Clean Water: A Guide to Citizen Action.
Conservation Foundation, Washington, D.C.
Spons Agency-Environmental Protection Agency, Washington, D. C.
Pub Date-Aug 76
Grant-EPA-900442
Note-328p.
Available from-The Conservation Foundation, 1717 Massachusetts Avenue, N.W., 20036 ($8.00 plus 10% for postage and handling)
Document Not Available from EDRS.
Descriptors-Environmental Criteria, *Environmental Education, *Federal Legislation, *Federal State Relationship, Ocean Engineering, *Pollution, Public Health, *Water Pollution Control
Identifiers-Community Facilities, Water Quality

This guide identifies the major opportunities for participation under the 1976 Federal Water Pollution Control Act Amendments for citizens concerned with the improvement of water quality. The book is aimed primarily at fulfilling the direct needs of citizens at all levels. In addition to an explanation of the law and implementing regulations, this book analyzes the reasons behind certain decisions and points out a variety of political, economic and institutional pressures that have resulted in a given set of decisions. There are eleven appendices at the end of the guide. They include a discussion of public participation in water pollution control, preparation of environmental impact statements, program grants, preparation of management plans, and state program elements necessary for participation in National Pollutant Discharge Elimination System (NPDES). (CS)

ED 159 038 SE 024 858

Johnson, Warren W. Jones, Michael C.
Measurements of Combined Axial Mass and Heat Transport in He II.
National Engineering Lab. (DOC/NBS), Boulder, Colo. Cryogenics Div.
Report No.-NBS-TN-1002
Pub Date-Feb 78
Note-85p.; Pages 71-81 may be marginally legible
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 003-003-01889-9; $2.40)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Chemistry, *Heat, *Measurement, Physics, *Pressure, Science Education, *Scientific Research, Technical Reports, *Thermodynamics

An experiment was performed that allowed measurements of both axial mass and heat transport of He-II (the superfluid phase of helium 4) in a long tube. The apparatus allowed the pressure difference and the temperature difference across the flow tube to each be independently adjusted, and the resulting steady-state values of net fluid velocity and axial heat transport to be measured. For the larger Reynolds numbers, the relation between pressure difference and net fluid velocity was nearly indistinguishable from that of an ordinary fluid in turbulent flow. The axial heat transported was suppressed from the values that were calculated by assuming that mutual friction was unchanged by the net fluid flow, but it was always larger than the enthalpy rise value. Taking this second value as a lower limit, a mild extrapolation of these results suggests that (in appropriate circumstances) forced convection would allow much greater heat to be transported in long cooling channels than could be transported by natural convection alone. (Author/BB)

ED 159 061 SE 024 915

Schaaf, William L.

A Bibliography of Recreational Mathematics, Volume 4.

National Council of Teachers of Mathematics, Inc., Reston, Va.
Pub Date-78
Note-172p.
Available from-National Council of Teachers of Mathematics, Inc., 1906 Association Drive, Reston, Virginia 22091 (no price quoted)
Document Not Available from EDRS.
Descriptors-*Annotated Bibliographies, Classroom Games, Elementary Secondary Education, *Games, Geometric Concepts, *Literature Guides, *Mathematical Enrichment, *Mathematics Education, Number Concepts, Reference Books, *Secondary School Mathematics

This book is a partially annotated bibliography of books, articles and periodicals concerned with mathematical games, puzzles, tricks, amusements, and paradoxes. The present volume is an update of volume 3. Except for a few minor changes in classification, the organization remains essentially the same. Most of the more than 2,600 references listed have appeared since 1972. As in earlier volumes, a given reference has occasionally been entered under two different headings. The chronological listing of Gardner's column in the Scientific American'' has been updated and given in its entirety. A supplementary glossary includes over 200 terms not given in the glossary of volume 3. (Author/MP)

ED 158 672 HE 010 381

Braskamp, Larry A. And Others

The Usefulness of a Model for Determining Salary Equity.

Pub Date-Mar 78
Note-12p.; Paper presented at a meeting of the American Educational Research Association (Toronto, Canada, March, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Administrative Policy, Asian Americans, *College Faculty, Females, Higher Education, Institutional Research, Models, *Multiple Regression Analysis, Personnel Policy, *Racial Discrimination, Research Projects, *Salary Differentials, *Sex Discrimination, *Teacher Salaries, Women Professors
Identifiers-University of Illinois Urbana Champaign

A brief review is presented of a study on faculty salary equity undertaken during the 1976-77 academic year at the University of Illinois, Urbana. The study was conducted in three phases: description of university policies concerning salaries, determination of the existence of discrimination due to minority group status, and determination of salary adjustments for individual faculty members. The study sought to determine if salary discrimination existed for female or Asian faculty. There were 388 faculty members evaluated. Two separate regression analyses were conducted to determine if either sex or race was significantly related to salary when background and merit factors were statistically controlled. Two committees also evaluated the professional records of faculty, results of the regression analyses, and other information and made recommendations concerning salary adjustments to the college administration. An evaluation of the study model concentrated on two questions: whether the regression analysis procedure allowed all women a fair chance to be identified for review and whether the predicted salary adjustments based on the analysis correlated with actual adjustments based on committee review recommendations. Limitations of the regressional analysis method and alternative approaches are discussed. (SW)

ED 158 713 IR 006 114

Blackwell, Maree Macon Chopra, Pearl
The Serial Perplex.
Pub Date-78
Note-34p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Computer Oriented Programs, *Library Acquisition, *Library Technical Processes, *Periodicals, *Problems, Program Descriptions, *University Libraries

The problems associated with the acquisition of periodicals from various sources and different systems used by two University of Alabama libraries for the acquisition, controlling, and recording of serials are described in this report. Sources identified and discussed include local sources and suppliers, direct subscriptions placed with publishers, special departments designed to handle subscriptions on behalf of libraries, and exchange agreements. To insure prompt and efficient service, it is suggested that librarians should acquire periodicals from the most advantageous combination of the several sources available. The two systems described for acquisition, controlling, and recording of serials are a computer system used by the Lister Hill Library of Health Services and a visible and blind card system used by the Merve H. Stern Memorial Library. Description of the computer system includes criteria used by the Lister Library for evaluating new periodicals, important features of the computer system, procedures for updating the files for bibliographic records and serial expenditures, and computer generated reports and products. Discussion of the two card systems used at the Merve H. Stern Library focuses on cataloging, maintenance and updating procedures for periodical holdings; examples of cards and forms used at the library are included. A selected list of references is appended. (JPF)

ED 158 735 IR 006 283

Whitson, Helene

Strike! A Chronology, Bibliography, and List of Archival Materials Concerning the 1968-1969 Strike at San Francisco State College.

Pub Date-77
Note-86p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Audiovisual Aids, *Bibliographies, Books, *College Students, Conflict Resolution, Government Publications, History, Indexes (Locaters), Periodicals, *Strikes
Identifiers-San Francisco State College CA

A history and chronology, together with a bibliography of relevant materials, focuses upon the student strike at San Francisco State College from November 1968 to March 1969, the largest in American academic history. The strike is set in its historical context, and minority student demands and major points of settlement are presented. The chronology lists events during the strike period. The bibliography is organized by type of document general and specific monographs, theses and dissertations, periodical articles, and state and federal government documents. A separate listing of archival materials at the San Francisco State College Library and Audiovisual Center includes subject headings for the collection, newspapers, photographs, tapes and audiovisual materials, and art posters available for purchase. (MBR)

ED 158 843 PS 009 546

Chun, Sherlyn And Others
Learning Center and Study Carrels: A Comparative Study. Technical Report #18.
Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.
Spons Agency-California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.
Pub Date- 74
Note-43p.; For related documents, see PS 009 533-545 and PS 009 547-573
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Achievement Rating, Carrels, Classroom Arrangement, *Classroom Environment, Comparative Analysis, *Demonstration Programs, Diagnostic Tests, Early Childhood Education, *Grade 1, Hawaiians, *Kindergarten Children, Learning Laboratories, *Performance Factors, Primary Education, Research
Identifiers-Hawaii, *Kamehameha Early Education Program

This Kamehameha Early Education Program (KEEP) report presents a comparative study of the work rates of kindergarten and first grade children in two classroom environments: a learning-center and a study-carrel environment. The subjects, seven matched pairs of kindergarten and first grade students, were chosen on the basis of the results of a diagnostic arithmetic test. The children were divided into two groups (Group A and Group B) so that the cumulative scores of both groups were equivalent. In phase I of the experiment, Group A was assigned to the study-carrel situation, and Group B to the learning-center. In phase II the working conditions for both groups were reversed. The procedure involved an experimental math period comprised of two parts: the instruction period, when all children were present, and the work period, when the groups were assigned to their respective settings. Both groups were tested after 13 days of the experiment at the end of phase I, and after another 13 days at the end of phase II. Data on individual children included the number of problems completed, the number completed correctly, and the percentage completed correctly. Results indicated that for these KEEP children, differences between a socializing setting (learning-center) and a socially restricted setting (study-carrel) were not associated with differences in either rate of work or learning achievement. (CM)

ED 158 921 RC 010 672

Gessaman, Paul H.

Community Development: An Intensive Training Manual for In-Service Training. Suggested Procedures for In-Service Training.

North Central Regional Center for Rural Development, Ames, Iowa.

Pub Date-Jun 78

Note-29p.; Related documents: RC 010672-674.

Available from-North Central Regional Center for Rural Development, 108 Curtiss Hall, Iowa State University, Ames, Iowa 50011 (single copies free while supply lasts)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Adult Education, *Change Agents, *Community Development, *Extension Agents, Feedback, Field Trips, *Inservice Education, Instructional Staff, Manuals, Rural Areas, Suburbs, *Teaching Procedures, Time Blocks

One of three related publications on intensive inservice training for community development (CD), this document gives background information on development of the training manual which is the basis of the program and suggests procedures for using it. Aimed at agency field workers in nonmetropolitan and suburban areas who are responsible for helping groups involved in community development, the instructional manual is divided into five units: rationale for CD training, what CD is, why be involved in CD, what one needs to know about it, and extension programming in CD. This publication offers training methods applicable to each of the manual's units, encompassing presentations, participant discussion, field trips, workshops, interaction with local leaders, and discussion-reaction and reporting-analysis sessions, along with time requirements, staffing, and resource person possibilities. It also includes general procedural suggestions in such areas as who can organize and conduct the training, time allocations for activities during the four-week program, training methods (displayed on a chart with specific methods listed under each unit title), physical arrangements, general operating procedures, using the units, resource papers, and obtaining feedback from training participants (evaluation form included). (RS)

ED 159 013 SE 024 787

Short Training Course in Oceanography. Red Sea & Gulf of Aden Programme (PERSGA).

Arab Organization for Education and Science, Cairo (Egypt).

Pub Date- 76

Note-9p.; For related documents, see SE 024 782-786; Contains light and broken type

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Conservation Education, *Course Content, *Curriculum, Educational Programs, Environmental Education, Instruction, *Oceanology, *Professional Training, Science Education, Sciences, *Training Techniques

Identifiers-Arab States

This document presents a training course in oceanography intended for Junior Bachelor of Science (B.S.) graduates in physics, mathematics, chemistry, zoology, botany or geology to give them the minimum qualifications required to work in any of the marine science stations. This 14-week course, organized by the Arab League Educational, Cultural and Scientific Organization (ALECSO), is developed by the staff of Aqaba Marine Science Station, Jordan. It is divided into two stages: the first stage (four weeks) concentrates on a general course for all specializations, while in the second stage (nine weeks) the trainees have four specialization options: (1) Physical group; (2) Chemical group; (3) Geological group; and (4) Biological and Fisheries group. A field training for one week is included as a part of the course. The distribution of hours and the course syllabus are also presented. (HM)

ED 158 758 IR 006 360

Research and Development Interpretation Service. Final Report.
Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Nov 77
Contract-400-76-0140
Note-66p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Activities, Bibliographies, Comparative Analysis, *Educational Development, *Educational Research, Elementary School Mathematics, *Information Dissemination, Information Needs, *Information Networks, Objectives, Organization, Questionnaires, Reading, Reports
Identifiers-*Research and Development Interpretation Service

The Research and Development Interpretation Service (RDIS) and its activities as a regional support of the Research and Development Exchange (RDx) are described; both organizations are part of a federal effort to bring educational research and school practice closer together. Goals for RDx include interagency cooperation and dissemination of educational activities and resources, increased understanding and use of research and development outcomes, and increased shared understanding and application of information about practitioner needs and efforts to meet those needs. RDIS is designed to serve as a resource to RDx for analytical information on research and development in priority areas, to develop materials to enhance communication between the researchers and practitioners, to deliver relevant interpretative information, and to improve the quality of research and development interpretations. Key activities related to accomplishing these objectives are the identification, analysis, and dissemination of analytical and interpretative literature, e.g., two bibliographies on interpretative reports for teaching elementary reading and mathematics; the improvement of knowledge transformation and delivery to educators by doing research and development on the process, e.g., an experimental plan for alternate strategies for presenting interpretations; and a report on the evaluation of the NIE Education Product catalog. (Author/MBR)

Charles, Searle F., Ed.
Balancing State and Local Control. New Directions for Community Colleges, No. 23.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Note-117p.
Available from-Jossey-Bass, Inc., Publishers, 433 California Street, San Francisco, California 94104 ($5.00)
Journal Cit-New Directions for Community Colleges; v6 n3 1978
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Administrative Policy, Community Colleges, Community Control, Decision Making, *Governance, Government Role, Government School Relationship, *Institutional Autonomy, *Junior Colleges, *Local Government, State Aid, *State Government
Identifiers-Connecticut, Florida, Information Analysis Products, Michigan, Pennsylvania

The successes and failures in balancing state and local control of public community colleges are explored in this collection of essays describing effective and non-effective coordinating and planning efforts. Vincent S. Darnowski explores the Connecticut community colleges' struggle with a centralized state bureaucracy. Sidney W. Brossman uses the California community college system to demonstrate the substantial investment by local taxpayers in the preservation of local autonomy. Harold James Owen, Jr. explores Florida's solution to the balance between state financial support and local control. Fred L. Wellman outlines a 'joint partnership' approach. William A. Koehnline discusses the place of the community college in a statewide network of coordinating and planning agencies. John C. Mundt notes the development of a new decision-making process based on the interaction of public sector interests. Elwood A. Shoemaker relates the responsibility for funding in Pennsylvania. George V. Moody deals with state and local decision-making. Philip J. Gannon reviews Michigan's developing methods for maintenance of autonomy. Andrew Hill reviews the literature concerning the state-local control issue. (MB)

ED 158 885 PS 010 079

Hunt, J. McVicker
Learnings from Compensatory, Preschool Education.
Spons Agency-Waters Foundation, Framingham, Mass.
Pub Date-Aug 77
Note-20p.; Paper is a synopsis of lectures presented at the International Seminar on Developmental Psychology (Trier, West Germany, August, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Behavioral Science Research, *Compensatory Education, Early Experience, *Educational Accountability, Educational Technology, Nature Nurture Controversy, Parent Education, *Preschool Education, Prevention, *Program Effectiveness, *Socioeconomic Influences
Identifiers-*Project Head Start

This paper presents a discussion of the value of compensatory education for preschool children from poor and uneducated families, focusing on knowledge gained from 12 years of experience with compensatory programs in the United States. The development of Project Head Start is described, and the role of behavioral science research in the development of social policy and social reform is discussed. Several issues concerning the effects of heredity and environment on child development are examined, including the negative evaluations of Head Start, Jensen's claims for the heritability of intelligence, critical periods in development, the plasticity of development, and the role of early experience in psychological development. Also discussed are several approaches to improving compensatory pedagogy. The final section of the paper emphasizes the potential of preventive rather than treatment programs for improving the educational achievement of children from poor families. This section describes various parent and infant programs which are proving to be valuable alternatives or additions to programs for the preschool child. (BD)

ED 158 903 RC 010 620

Information Profiles of Indian Reservations in Arizona, Nevada, & Utah.

Bureau of Indian Affairs (Dept. of Interior), Phoenix, Ariz.
Pub Date-78
Note-202p.; Tables at back of the document may not copy well because of small print size; For related document see ED 135 547
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors-Alaska Natives, American Indians, *Community Characteristics, *Demography, *Economic Factors, Education, Employment, Health, Housing, Income, Industrialization, Labor Force, Maps, Population Distribution, *Reservations (Indian), *Socioeconomic Status, Tables (Data)
Identifiers-*Arizona, *Nevada, Utah

Based on information provided by Bureau of Indian Affairs (BIA) Agency Offices and by the Indian Health Service, this publication provides profiles of 45 Indian reservations located in Arizona, Nevada, and Utah. These profiles include data on reservations located partially or totally in the adjoining states of Oregon, Idaho, California, and New Mexico which are under the administrative jurisdiction of the BIA Phoenix and Navajo Area Offices. Primarily based on data collected during 1977, the profiles provide information on the people and area, education, employment, housing, industrialization, resources availability, income, health, resource development, and additional attainments. Each profile includes addresses and phone numbers of BIA and tribal officials and offices as of March 1978. Reservations covered include the Camp Verde, Colorado River, Fort Apache, Fort Yuma, Gila River, Havasupai, Navajo, Papago, Yavapai-Prescott Community, Battle Mountain, Duck Valley, Fallon Colony, Goshute, Las Vegas Colony, Pyramid Lake, Reno Sparks Colony, Uintah and Ouray, and Yomba. Tabular data are given on the service population of Phoenix Area by state, lands under BIA jurisdiction as of June 30, 1977, Indian population and labor force as of April 1977, reservation populations and acreage recapitulation, and estimates of resident Indian population and labor force status by state and reservation. (NQ)

ED 158 987 SE 024 682

Cress, D. And Others

Safe, Effective Use of Pesticides, A Manual for Commercial Applicators: Vegetable Pests.

Extension Service (DOA), Washington, D.C.; Michigan State Univ., East Lansing. Cooperative Extension Service.

Report No.-MSU-EB-E-1032-1a2

Pub Date-77

Note-48p.; For related documents, see SE 024 681-693 and ED 152 516-517; Contains occasional light type

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Agricultural Production, *Certification, *Disease Control, Entomology, *Instructional Materials, *Pesticides, Post Secondary Education, *Safety, Weeds

Identifiers-*Michigan, *Pest Control

This manual is intended to assist pesticide applicators in vegetable crops prepare for certification under the Michigan Pesticide Control Act of 1976. The primary focus of this publication is on vegetable pest control. The three sections presented describe: (1) Insect pests of vegetable crops; (2) Weed pests of vegetable crops; and (3) Causes of vegetable diseases. Section three discusses disease cycles and examples of vegetable disease cycles. Also described are the types of inorganic and organic fungicides and how they have been used for disease control. A list of self-help questions and instructions for completing the questions are presented at the end of each section. (HM)

ED 159 062 SE 024 921

Lesh, Richard, Ed. Mierkiewicz, Diane, Ed.

Recent Research Concerning the Development of Spatial and Geometric Concepts.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Georgia Univ., Athens. Georgia Center for the Study of Learning and Teaching Mathematics.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-May 78

Note-336p.

Available from-Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($6.00)

EDRS Price MF-$0.83 HC-$18.07 Plus Postage.

Descriptors-*Cognitive Development, *Curriculum Development, *Educational Research, *Elementary School Mathematics, Elementary Secondary Education, *Geometric Concepts, *Geometry, Secondary School Mathematics, Transformations (Mathematics)

Identifiers-Piagetian Levels, *Spatial Concepts

These 14 research reports are grouped into three broad categories based on the Piagetian level concerned. The articles concerning preoperational concepts focus on problems such as: (1) finding an appropriate mathematical description of some of the primitive mathematical concepts; (2) the role of ``activities'' in early concept acquisition; (3) the similarities and differences between perceptual and conceptual processes; (4) the relation between memory improvement and improved operational ability; and (5) variables responsible for the large gap between visual-visual and haptic-visual discrimination. The articles concerning the transitional phases between concrete and formal operations focus on elementary transformation geometry concepts and emphasize the role that figurative content can play in influencing the difficulty of Piaget-type tasks. Two articles in this group focus on affine transformations, similarities, or projections. The articles dealing with older subjects or formal operational concepts investigate topics such as: (1) the nature of specific mathematical concepts as they relate to the cognitive structure of the learner; (2) understanding of frames of reference by preservice teacher education students as determined by Piagetian tasks; and (3) the bias for upright figures that students exhibit in forming concepts. (MP)

ED 159 086 SO 010 978

Potter, Judy R. Marshall, Gail

The Legal Rights of Maine Women.

Maine Commission for Women, Augusta.
Spons Agency-Maine State American Revolution Bicentennial Commission.
Pub Date-Oct 77
Note-61p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Constitutional Law, Credit (Finance), Criminal Law, Divorce, Educational Discrimination, Equal Opportunities (Jobs), *Females, *Feminism, Health, Housing Discrimination, *Laws, Legal Aid, *Legal Problems, Marriage, Parents, *Sex Discrimination, Social Discrimination, Wages, Welfare, Wills
Identifiers-*Maine, Social Security

This booklet is intended to help Maine women recognize and enforce their rights under Maine and federal law. It is not designed to be a substitute for lawyers' services, but to inform women of their legal rights so that they will know when to consult a lawyer or a governmental agency for assistance in enforcing these rights. Organized topically by chapter, the booklet contains concise answers to often asked legal questions. For example, Chapter 1 discusses 17 questions which deal with employment discrimination. Included among these are: What Maine law forbids employment discrimination based on sex?; Does federal law prohibit employment discrimination based on sex?, and How do I file a complaint under Title VII? Succeeding chapters treat the following areas: credit discrimination; discrimination in educational opportunities; housing discrimination; insurance; constitutional rights; wage and hour laws; public financial assistance; social security; criminal law; marriage and your rights as a married person; annulment, legal separation, and divorce; parents and children; name change; wills and probate; health; and hiring a lawyer. (Author/RM)

ED 159 105 SO 011 118

Lieberthal, Kenneth
Strategies of Conflict in China during 1975-1976.
Rand Corp., Santa Monica, Calif.
Pub Date-Jun 76
Note-19p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Area Studies, *Change Agents, Change Strategies, *Conflict, Foreign Countries, History, Mass Media, Political Issues, *Political Power, *Politics, Propaganda, Social Action
Identifiers-*China (Peking)

The pamphlet reviews political conflict in Peking from spring 1975 through spring 1976. During this period three political groups existed in The People's Republic of China: radicals (populists), moderates (Western-style modernizers), and the military (Chinese equivalent of the Pentagon). Most conflict traditionally occurred between radicals and moderates. The radicals controlled propaganda and educational spheres, whereas the moderates controlled executive Party positions and government outside the propaganda sphere. From May 1975 to January 1976, the two groups maneuvered for political advantage because Chou En-lai was dying. Moderates tried to put their people into important posts and appealed to potential allies through substantive programs. Radicals used the media to hold their ground and raise issues over which they planned to topple Chou En-lai's followers. From mid-January 1976 to April 4, 1976, after Hua Kuo-feng became acting premier, the two groups vied for political favor. Radicals tried to create in the media a political whirlwind to eliminate unwanted programs. Moderates used less visible resources within the bureaucracy to keep the radicals' campaign under control. The military maintained a low profile. From April 5 through May 1976, similar political contests went on, with the ailing Mao Tse-tung favoring both sides at different times. The ultimate balance to be struck in Chinese politics following Mao's death remained unclear as of June 1976. (Author/AV)

ED 159 124 SO 011 153

Ladd, Everett Carll, Jr. Lipset, Seymour Martin
US Revisited. A Survey Portrait of the American Political Science Community.
Pub Date-78
Note-142p.; Paper presented at Annual Meeting of the American Political Science Association (New York, New York, August 31-September 3, 1978)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Academic Standards, *College Faculty, Comparative Analysis, Demography, Economic Status, *Educational Assessment, Educational Trends, Graduate Students, Graphs, Higher Education, Intellectual Disciplines, *National Surveys, Political Attitudes, *Political Science, Professors, *Student Characteristics, Student Evaluation, Tables (Data)

This paper describes the political science community in the United States, namely, its faculty, graduate students, and undergraduate majors. The study is based on six national surveys conducted by the Carnegie Council in 1969 and 1975. Part one, Professional Status,'' points out that the economic position of political science faculty has deteriorated relative to professors in other disciplines since 1969. Political scientists are now among the lowest paid academic scientists. Furthermore, the disciplines are no longer attracting especially able students, partially a result of a poor job market. The doubts of political scientists about disciplinary performance is discussed in Part two, Academic Assessments.'' Faculty point out grade inflation and students point out declining classroom relevance. Part three, Educational Standards and Sociopolitical Perspectives,'' examines the changing sociopolitical views of faculty and students revealing a stable conservative shift. The final section reports on demographic features of the profession. It is overwhelmingly white, male, and middle class. Affirmative action appears to have had little impact on the composition of the graduate student and faculty populations within political science. Overall the data presented in the report leave one with the sense that political science is a discipline in decline. A substantial portion of the data is presented in 58 tables and 14 graphs. (Author/BC)

ED 159 146 SP 013 002

Relevance of Educational Planning to Health Problems. Report on a Working Group. Kuopio, 2-5 June 1975.

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.

Report No.-ICP/HMD008

Pub Date-76

Note-36p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Administrative Organization, Administrator Responsibility, Educational Coordination, *Educational Planning, Foreign Countries, Government Role, Health Education, *Health Services, Interinstitutional Cooperation, *Public Health, *Systems Approach

This report was issued following a meeting of a working group convened at the request of the World Health Organization in order to obtain the views of educational and health administrators on the relevance of educational planning to health problems. The purposes of the group were to define the nature and scope of educational planning in relation to health services, to indicate the responsibilities of health administrations and educational systems in the education planning process, to suggest the functions and forms of organization of an educational planning service at national government levels, and to consider how educational institutions and health services might collaborate effectively in educational planning at regional or local levels. (JD)

ED 159 189 TM 007 380

Mojkowski, Charles
Evaluation of the ESEA Title IV Program in New Jersey for Fiscal Year 1977. A Report of the State Advisory Council.
Educational Consulting Services, North Providence, R.I.
Pub Date-30 Sep 77
Note-115p.
EDRS Price MF-$0.83 HC-$8.01 Plus Postage.
Descriptors-*Educational Assessment, Educational Finance, Educational Needs, Elementary Secondary Education, Inservice Teacher Education, Instructional Innovation, Instructional Materials, Interviews, Private Schools, *Program Administration, Program Effectiveness, *Program Evaluation, School Libraries, School Visitation, State Departments of Education, *State Programs, *State Surveys, Technical Assistance
Identifiers-*Elementary Secondary Education Act Title IV B, *Elementary Secondary Education Act Title IV C, New Jersey

The evaluation data for this report on the Elementary Secondary Education Act Title IV Programs in New Jersey include published material, fugitive'' documents from the files of New Jersey Department of Education staff, statistical information compiled especially for this study, numerous interviews with members of the Department and visits to 38 local districts. Title IV provides funds to purchase school library or other instructional resources; develop, field test, and disseminate innovative programs; and assist the state to identify and meet educational needs. Three basic questions were: (1) To what extent did the state adhere to the multiple elements of each program, as set forth in the 1976 Annual Program Plan?; (2) In what respects did the procedures used support or hinder efficiency in program administration and achievement of program objectives?; and (3) To what extent have program objectives for each part of Title IV actually been achieved? In nearly every instance, the administrative procedures and activities set forth in New Jersey's Annual Program Plan were carried out in an exemplary fashion, as they had been in the 1976 fiscal year program. (Author/CTM)

ED 158 633 HE 010 269

Hurd, Joseph

Enrollment and Cost Effects of Financial Aid Plans for Higher Education. Project on Quantitative Policy Analysis Models Demand and Supply in Higher Education. Technical Report No. 1.

Carnegie Council on Policy Studies in Higher Education, Berkeley, Calif.
Pub Date-Jul 77
Note-84p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Access to Education, Educational Finance, *Enrollment Projections, Family Income, Financial Support, *Higher Education, *Income Contingent Loans, Models, Student Costs, Student Employment, *Student Financial Aid, Student Loan Programs, *Tuition Grants, *Work Study Programs
Identifiers-Radner Miller Model, Transition Model

A model to estimate higher education enrollments and cost effects of financial aid plans is presented. A combination of the freshman demand and transition models allows the prediction of high school graduates who enter colleges, complete sequential levels of education, and complete degree programs. The freshman demand model is adapted from that of Radner and Miller. Six income intervals are used to calculate freshman demand. Policy plans involving work study payments, student loans, and student grants are analyzed using the model. Plans of the Carnegie Council on Policy Studies in Higher Education, a plan of the Committee on Economic Development, and a variant of these plans are used. The cost of each plan per student in each income group attending public and private higher education institutions are calculated. All of the plans increase the demand for higher education; comparison of the plans are presented. A model for forecasting student enrollments in higher education institutions developed by the National Commission on the Financing of Postsecondary Education is critiqued and compared to the model used in this study. (SW)

ED 158 692 HE 010 430

Daly, John Charles And Others

Professors, Politicians, and Public Policy.

American Enterprise Inst. for Public Policy Research, Washington, D.C.

Pub Date-77

Note-45p.; Proceedings of a roundtable (Washington, D.C. July 29, 1978)

Available from-American Enterprise Institute for Public Policy Research, 1150 17th Street N.W., Washington, D.C. 20036 ($2.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Academic Education, *College Role, Conference Reports, Cultural Factors, Cultural Interrelationships, *Government Role, *Government School Relationship, *Higher Education, Intellectual History, Intellectualization, Policy Formation, Political Attitudes, Political Issues, *Politics, Public Opinion, *Public Policy, Universities

The edited transcript of an AEI Public Policy Forum explores the relationship of academia to political life generally, and the the formation of public policy specifically. Themes discussed by the panelists include the effects of academia as an attitude-generating body, the universtiy as an adversary culture, and the changing social and political roles of intellectuals in contemporary life. The panelists were: Daniel Patrick Moynihan, S.I. Hayakawa, Robert H. Bork, and Irving Kristol, and the moderator was John Charles Daly. (MSE)

ED 158 782 IR 006 424

Pypcznski, Penny

Development of a Course Outline on the Application of Learning Theory in Reading, Listening and Viewing Educational Media Materials.

Trenton State Coll., N.J.

Pub Date-Oct 77

Note-26p.; Some pages may not reproduce well due to marginal legibility of original

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Bibliographies, Colleges, *Course Descriptions, *Curriculum Guides, Instructional Design, Instructional Materials, *Instructional Media, *Learning Theories, Library Education, *Media Specialists

The project described resulted in the development of a college course designed to acquaint students with some basic learning theories and principles and their application as they apply to reading, listening, and viewing educational media materials. Objectives, course outline, methods, bibliography, basic requirements, and evaluation procedures are outlined. This course partially fulfills the requirements for certification as an Educational Media Specialist in New Jersey. (WBC)

ED 158 803 JC 780 461

Fall 1975 Entering Students at the End of Their Sixth Semester. Fall 1975 Through Spring 1978: Third Report. Report No. 43, Student Flow Project.

Hawaii Univ., Honolulu. Community Coll. System.

Pub Date-Sep 78

Note-163p.; Computer printouts may reproduce poorly ; Best copy available

EDRS Price MF-$0.83 HC-$8.00 Plus Postage.

Descriptors-*College Credits, College Graduates, *College Majors, Community Colleges, Females, *Junior Colleges, Junior College Students, Liberal Arts, Longitudinal Studies, Males, Part Time Students, *Persistence, Student Characteristics, Student Mobility, Transfer Students, Vocational Education

Identifiers-Hawaii

In an extensive student progression report, six semesters of student flow data are summarized for 6,577 new and 2,402 transfer students who entered the Hawaii community colleges in fall 1975. Continuation rates, full-time rates, credit-completion rates (CCR), changes of major, and graduates are analyzed by semester in terms of entering status by sex, college campus, and program. In the sixth semester, the total community college continuation rates were 24% for new students and 15% for transfer students; higher continuation rates were also noted for males (25% compared to 22% for new female students; 17% vs. 13% for transfer students) and vocational majors (30% compared to 22% for liberal arts majors, and 6% for unclassified students). Graduation rates were 15% for new students and 16% for transfer students with females and vocational education majors having higher rates in both groups. CCRs were higher for transfer students, females and vocational education majors. Changes in major were seen in 20% of the entering new students and 16% of entering transfer students; males were slightly under-represented in this category. An extensive appendix includes detailed tables for the community colleges as a whole and for each of the seven campuses. (MB)

ED 158 940 RC 010 705

Finley, Cathaleen Wolf, Delores
Choices & Careers; Free to Choose: Parenting Daughters.
Wisconsin Univ., Madison, Univ. Extension.
Spons Agency-Extension Service (DOA), Washington, D.C.
Note-24p.; For related documents see ED 152 446-449 and RC 010 701-709
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*American Indians, *Career Awareness, *Career Education, Family Relationship, *Females, Parent Child Relationship, Parent Participation, Physical Fitness, *Self Concept, Sex Role, *Sex Stereotypes, Social Environment, Socialization, *Teenagers, Tribes
Identifiers-*Career Development Project for Tribal Girls

Pressure from the mass media, parents, and peers often causes young girls to concentrate on their most external aspects at a time when the inner demand for self definition is equally important. In the struggle to receive attention from boys, many girls suppress their identities, fearful that if they allowed their true selves to emerge they would not be attractive as women. Physical activities are often abandoned and girls fail to develop strength and pride in their bodies. Grades slide as they decide to settle for being clerical workers or teachers instead of scientists or engineers. Society seems to declare motherhood as the ultimate goal for a girl, regardless of her abilities or interests, yet often that is completed by the time a woman is 40. Her children are grown, the external beauty is faded, and little else is left for her. Girls need to be aware of all that the future may hold; they need to prepare themselves in terms of their own goals, abilities and preferred life styles. This document concludes with two sections that suggest discussions and other activities parents can utilize in helping their daughters develop their own individual talents, independence, and self confidence. (Author/DS)

ED 159 039 SE 024 859

Worldwide Marine Weather Broadcasts.

Department of the Navy, Washington, D.C.; National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Weather Service.

Pub Date-Jul 77

Note-130p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 003-018-00083-1; No price quoted)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors-*Geographic Regions, *Meteorology, Navigation, Programing (Broadcast), *Radio, *Radio Technology, *Seamen

Identifiers-*Marine Weather Radio, *Weather Broadcasts

This publication is a source of marine weather broadcast information in all areas of the world where such service is provided. This publication was designed for the use of U.S. naval and merchant ships. Sections 1 through 4 contain details of radio telegraph, radio telephone, radio facsimile, and radio teleprinter transmissions, respectively. The NOAA Weather Radio continuous broadcasts and Great Lakes marine broadcasts are listed in section 5. In sections 1 through 4 the broadcasts are arranged according to ocean areas. In a particular geographic area, the radio stations providing service for the high sea areas usually are listed first. Each listing is preceded by a three part index number. Following the index number is the name of the radio station and its call sign; next are broadcast times, radio frequencies, and broadcast contents. In sections 1 and 2, the contents are described by a letter code that is explained in the set of notes preceding each section. Throughout the publication, references are made to figures that outline the forecast areas of various countries. These figures follow section 5. The appendix contains supplemental explanatory information. (MR)

ED 158 653 HE 010 349

Minter, W. John Bowen, Howard R.

Independent Higher Education. Fourth Annual Report on Financial and Educational Trends in the Independent Sector of American Higher Education.

National Association of Independent Colleges and Universities, Washington, D.C.
Spons Agency-Lilly Endowment, Inc., Indianapolis, Ind.
Pub Date-Jul 78
Note-207p.
Available from-National Association of Independent Colleges and Universities, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors-Administrative Personnel, *Annual Reports, College Faculty, Economic Status, *Educational Finance, *Educational Quality, Enrollment Trends, *Financial Problems, *Higher Education, Income, Junior Colleges, National Surveys, Nonprofessional Personnel, Operating Expenses, *Private Colleges, Retrenchment, Student Financial Aid, Tables (Data)

A report on the condition of the independent sector of American higher education systematically analyzes the fiscal condition of these institutions in terms of their ability to maintain the integrity and quality of their programs. The report is based on information gathered from a representative sample of 135 independent, non-profit, accredited institutions, including two-year colleges and research universities, but not autonomous professional schools. The question addressed is: In what ways are independent colleges and universities gaining ground, holding their own, or losing ground? Some of the topics discussed in this context are: enrollment and admissions; faculty and other staff; content and quality of educational programs; operating revenues and expenditures; undergraduate student financial aid, including an analysis of the impact of financial aid payments upon the fiscal condition of the independent sector; assets, liabilities, and net worth; financial ratios; the condition of institutions individually; and observations on retrenchment and quality. The statistical information and analyses are carried through the year 1976-77 and for some data through 1977-78, with much of this data organized in tables. Additional tables are included in the first appendix. Definitions of Financial Terms'' and Institutional Financial Position and Methodology in the Appraisal of Progress'' are also appended. (JMD)

ED 158 736 IR 006 284

Fowler, Thomas S., Ed.

What Is This Thing Called Book? A BARC Workshop on the Topic of the Book Its Materials, Its Manufacture, Its Care and Treatment in Libraries, Its Repair, and a Word About Fine Printing and Fine Binding. Proceedings.

San Francisco Public Library, Calif. Bay Area Reference Center.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-24 Mar 78
Note-36p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Books, *Construction (Process), Costs, Definitions, Library Collections, Paper (Material), *Physical Design Needs, *Preservation, *Publishing Industry, Speeches

Five speeches from a one-day workshop are concerned with book manufacture, marketing decisions, preservation of books, and binding techniques. Librarian Bonnie Jo Dopp defined terminology used in describing books and book manufacture, and mentioned the destructive action of acid in paper and the increasing use by book publishers of perfect binding methods. Roger Levenson, lecturer on the history of the book at University of California Berkeley and publisher, maintained that handsomely made books need not come from fine presses or in limited editions well-made, attractive books are entirely possible from the trade press, even when employing computerized production techniques. Design, production, life expectancy, quality of materials, and pricing practice in book manufacture were discussed by publisher Frederick Murphy. Donald Etherington reported on activities at the Library of Congress Preservation Office and described some of Library of Congress' very sophisticated restoration techniques together with advice for small in-house operations to help and preserve materials in library collections. Susan Wilson, a Fellow of the Design Binders, briefly described several methods of binding books and outlined some of the steps in hand binding. (Author/MBR)

ED 158 864 PS 009 567

Fox, Candace Gallimore, Ronald

The Relationship of Preschool Experience and Socioeconomic Status to Kindergarten and First Grade Achievement. Technical Report #05.

Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.

Spons Agency-California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.

Pub Date-Mar 76

Note-16p.; For related documents, see PS 009 533-566 and PS 009 568-573

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Academic Achievement, *Demonstration Programs, *Early Childhood Education, *Early Experience, Educational Improvement, Hawaiians, Research, *Socioeconomic Influences, Verbal Ability

Identifiers-Hawaii, *Kamehameha Early Education Program

This study examines the effects of preschool attendance on school achievement. The achievement test scores of 50 children in two classes of the Kamehameha Early Education Program (KEEP) who had attended preschool were compared to those of their classmates who had not attended preschool. Measures of kindergarten achievement used were the Wechsler Preschool and Primary Scale of Intelligence, the Metropolitan Readiness Test, and the Standard English Repetition Test, administered in the fall and spring of each class's kindergarten year. The Gates-MacGinitie Reading Test, administered in the spring of the first grade year, was used as a measure of first grade reading achievement. It was found that the preschool group had an advantage in verbal ability over the no-preschool group throughout the kindergarten year. However, by the end of first grade, there was no difference in reading achievement between the two groups. Additional analyses on socioeconomic status (SES) variables showed that preschool attenders could not be distinguished from non-preschool attenders on the basis of socioeconomic status. These analyses, however, led to the conclusion that SES is clearly more important to kindergarten achievement than preschool attendance. (Author/JMB)

ED 158 959 SE 024 072

Dewey, J. E. And Others

Pesticide Applicator Training Manual. Core Manual, Northeastern Regional Pesticide Coordinators.

Cornell Univ., Ithaca, N.Y. Cooperative Extension Service.
Pub Date-Sep 74
Note-143p.; For related documents, see SE 024 073-077; Shaded drawings and graphs may not reproduce well
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Certification, *Environment, Federal Legislation, First Aid, *Instructional Materials, *Job Skills, *Pesticides, Public Health, *Safety

This manual provides basic information for all pesticide applicators. The first section deals with laws, regulations, toxicity and safety, and covers background information that every pesticide applicator should know. The second section describes the steps and decisions which applicators make in their daily routine on the job. These include pesticide selection, formulation, mixing, storage, disposal and application. A series of self-study questions for each chapter are provided in the appendix along with a glossary of terms. (CS)

ED 159 168 SP 013 070

Blackwell, Peggy J. Smith, Leonard

Goals of Secondary Education as Perceived by Education Consumers. Volume II, Methodological Procedures.

Information Science, Inc., Manhasset, N.Y. Humanic Designs Div.; New Mexico Univ., Albuquerque. Inst. for Social Research and Development.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date- 73

Note-104p.; For related documents, see SP 013 069-072 ; Parts are marginally legible due to print quality

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-*Educational Objectives, Factor Analysis, *Parental Aspiration, *Parent Attitudes, Question Answer Interviews, Questionnaires, *Research Methodology, School Responsibility, Secondary Education, *Surveys

Research to identify the entire range and diversity of goals that parents, as consumers and clients of a public service, hold for secondary education was conducted. Two assumptions were made in conducting this survey. The first was that parents have aspirations for education, though they may not explicitly express these goals; the second, that means could be provided for parents to give explicit and comprehensive statements of these goals. The methods used to obtain this information are described in this report. The following tasks were used for data collection during the project: (1) open-ended, tape-recorded interviews were conducted with parents; (2) statements were screened to eliminate redundancies; (3) reduction led to a data base of goals that were used in the subsequent tasks; (4) the data base of goal statements from the elicitation interviews was further reduced into outcome goals; (5) respondents indicated what outcome goal each of the statements in the data base would best help achieve by matching each statement with one of the 12 outcome goals identified; (6) respondents indicated their awareness about whether or not each goal was being attempted in the educational system; and (7) respondents were asked to place the 12 outcome goals in rank order of importance. Sampling procedures are described, and questionnaires are included in this report. (JD)

ED 158 714 IR 006 116

Walters, Mary D., Ed.

Professional Development and Continuing Education in Librarianship. Proceedings of a One-Day Conference.

California State Univ., Los Angeles. John F. Kennedy Memorial Library.
Spons Agency-California Library Association, Sacramento.
Pub Date-77
Note-26p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Attitudes, *Conference Reports, *Librarians, *Library Education, Library Role, Library Schools, Professional Continuing Education, *Professional Education, University Libraries
Identifiers-*Academic Libraries

Three papers presented during a one-day conference on professional development and continuing education in librarianship approached the subject from different viewpoints: the practicing librarian, director of an academic library, and dean of a library school. The conference was arranged for professional academic librarians who have sought answers to the question of how to satisfy conflicting application of FSA73-25, Personnel Plan for Librarians. Betty Blackman, who expressed the viewpoint of a practicing librarian, asserted that the responsibility for providing opportunities for professional development rests with the library administration, and the local, state, and national associations; however, the primary responsibility for participating in these opportunities must rest with the individual professional librarian. Roy Kidman, Director of Libraries at USC, spoke about the problems of library directors who must attempt to deal with individual needs in a large library setting. The final paper was presented by Dr. Robert Hayes, Dean of the Graduate School of Library and Information Science at UCLA. He spoke of the financial constraints of library schools and the problems faced when attempting to offer courses which would be useful in satisfying the needs of full-time employed librarians, and what happens when enrollment is insufficient to keep the courses in the program offerings. (Author/JPF)

ED 158 783 IR 006 425

Planning to Meet Alaska Educational Needs Through Telecommunications, Final Report.

Governor's Office of Telecommunications, Juneau, Alaska.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-31 Jan 77
Contract-400-76-4005
Note-92p.; For related documents, see ED 114 067-070 and ED 144 570-572
EDRS Price MF-$0.83 HC-$4.07 Plus Postage.
Descriptors-Bibliographies, Communication Satellites, *Educational Improvement, *Educational Needs, *Educational Planning, Elementary Secondary Education, Instructional Media, Needs Assessment, *Resource Allocations, Rural Areas, *State Programs, *Telecommunication

This report chronicles key steps in the process of the development of a growing operational telecommunications system, ultimately capable of reaching even the smallest and most remote villages in Alaska, and discusses its applications and implications for improved educational support delivery statewide. There is particular emphasis on the experiments and planning funded in part or in full by the National Institute of Education since 1973. Part II is designed to serve as background documentation on Alaska's history of educational telecommunications development. Part III reports the tasks accomplished by the Governor's Office of Telecommunications and the Alaska Department of Education. The 4-year planning document prepared to establish an operational educational telecommunications system is detailed in Part IV. Appendices include the task force survey questionnaire with a summary of responses, the planning and research survey questionnaire with a task force, a resources/characteristics matrix, a summary of implementation possibilities, a simplified glossary of common telecommunications terms, and a bibliography. (VT)

Agrawal, Piyush C. And Others
Metric Education: We Are Getting Ready for the Change. Module on Area.
Albany-Schoharie-Schenectady Board of Cooperative Educational Services, Albany, N.Y.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-77
Grant-OE-007700843
Note-19p.; For related documents, see SE 024 789-792; Contains occasional light and broken type
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Activity Units, Elementary Education, *Elementary School Mathematics, Instructional Materials, *Measurement, *Metric System, *Resource Materials, Resource Units
Identifiers-*Area

This module is one of five modules on length, area, volume and capacity, mass, and temperature, developed for the use of teachers and teacher-trainer team leaders. Primary and intermediate activities in this booklet concentrate on the concept of area with emphasis on metric measurement. The objectives and needed materials for each activity are listed. (MN)

ED 158 613 FL 009 729

Sah, P. P.

The Nature of Sociolinguistic Inquiry.

Pub Date-Aug 78
Note-29p.; Paper presented at the World Congress of Sociology (9th, Uppsala, Sweden, August 14-19, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Anthropological Linguistics, Communicative Competence (Languages), Language Research, Linguistic Competence, *Linguistic Theory, Social Factors, Social Science Research, *Sociolinguistics, Structural Analysis, *Structural Linguistics, *Transformation Generative Grammar

Dissatisfied with the linguist's concentration on structure, sociolinguistically inclined linguists turned to anthropology to give an empirical orientation to linguistics. Almost at the same time anthropologists were trying to give a more theoretical orientation to their subject of study, and the structural methods was being sought as the remedy. The structural method, an invention of the linguist, was characterized by a shift from the study of conscious linguistic phenomena to a study of their unconscious infrastructure and from the study of the contingent to the study of the necessary. This shift has now been strengthened by transformational grammar with its realistic (as opposed to instrumentalistic) theory of language. In attempting to extend this framework to the study of sociolinguistics, the views of Itkonen and Derwing are examined and Labov's ``socially realistic'' method is analyzed. It is concluded that for a genuine sociolinguistic theory to be possible, the Chomskian notion of competence must be borrowed and enlarged in the manner of Hymes. Only an approach of this kind will ensure that the principles of structuralism can apply to the study of sociolinguistics, leading to what Hymes calls ``the ethnography of symbolic forms.'' (Author/NCR)

ED 158 673 HE 010 384

Henrysson, Sten

Research in Sweden with Regard to Predictive Tests and Interviews for Admission to Higher Education.

Council for Cultural Cooperation, Strasbourg (France).

Report No.-DECS/Rech-(78)-36

Pub Date-7 Jun 78

Note-17p.; Not available in hard copy due to marginal legibility of original document; prepared for Educational Research Workshop on Predictive Measures and Procedures in View of Admission to Higher Education (Bad Homburg, December 11-15, 1978)

Available from-Council for Cultural Cooperation, Council of Europe, Strasbourg, France

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Achievement Tests, *College Admission, College Bound Students, *College Entrance Examinations, *Competitive Selection, Foreign Countries, *Grades (Scholastic), Higher Education, Literature Reviews, *Predictor Variables, Success Factors

Identifiers-*Sweden

In 1965 a parliamentary commission began a review of the whole system of competency and university admission in Sweden in order to simplify it and bring it into line with other education reforms. The research projects undertaken as a basis for making reform recommendations were published in 1970, and the findings are briefly reviewed here. The studies cover both research in other countries and Swedish research on predictors of success: tests and grades. (MSE)

ED 158 693 HE 010 431

The Church's Ministry in Higher Education in Pennsylvania: The Next Ten Years.

Pennsylvania Commission for United Ministries in Higher Education, Berwyn, Pa.

Pub Date-78

Note-29p.; Presentation made at the tenth anniversary celebration of the Pennsylvania Commission for United Ministries in Higher Education (State College, Pennsylvania, March 10-11, 1977)

Available from-Pennsylvania Commission for United Ministries in Higher Education, 61 Cassett Avenue, Berwyn Pennsylvania 19312 ($1.00)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Christianity, *Church Programs, Church Related Colleges, *Church Role, Conference Reports, Futures (of Society), *Higher Education, *Religious Education, Speeches, Statewide Planning

Identifiers-*Campus Ministry

The Pennsylvania Commission for United Ministries in Higher Education is seven Protestant communions working together to carry out a Christian Ministry in colleges and universities in the state. As part of the organization's tenth anniversary celebration conference, two presentations were given concerning future directions for higher education in the state and the Church's ministry there. Caryl M. Kline spoke on the coming decade in higher education in Pennsylvania, and Parker Palmer spoke on "The Campus and the Claims of the Gospel: The Next Ten Years." (MSE)

ED 158 844 PS 009 547

Miley, Alan

Procedures for Classroom Observations: 1973-1974. Technical Report #10.

Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.
Spons Agency-California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.
Pub Date- 74
Note-41p., Tables are filmed from best available copy; For related documents, see PS 009 533-546 and PS 009 548-573
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Behavior Patterns, Behavior Rating Scales, *Classroom Observation Techniques, Contingency Management, *Demonstration Programs, Early Childhood Education, *Grade 1, Hawaiians, Interaction Process Analysis, *Kindergarten Children, *Student Behavior, *Teacher Behavior
Identifiers-Hawaii, *Kamehameha Early Education Program

This report describes classroom observation techniques used to record the behavior of educational specialists (teachers) and students in a kindergarten and a first grade classroom of the Kamehameha Early Education Program (KEEP). Classroom behavior was observed and recorded daily during the 1973-1974 school year. Each student was observed three times during each of three daily observation sessions. Behavior during these observation sessions was designated as on-task, off-task, or disruptive. Three coding systems were used successively during the year for recording teacher behavior. Difficulties encountered in the first coding system led to the modifications used in systems II and III. Each of these coding systems focused on the teacher's reinforcement of student behavior. The reliability of the teacher and student coding systems was analyzed by comparing the coding records of independent observers. (BD)

ED 158 904 RC 010 621

Wilson, Frederick C.

Student Rights and Responsibilities. A Law Focused Curriculum for American Indian High School Students. Curriculum Bulletin No. 18.01.

Bureau of Indian Affairs (Dept. of Interior), Phoenix, Ariz.

Pub Date-Nov 75

Note-55p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*American Indians, Audiovisual Aids, *Civil Liberties, *Course Content, Court Litigation, Curriculum Guides, Due Process, High School Students, *Legal Education, Secondary Education, *Student Responsibility, *Student Rights, Teaching Methods, Unit Plan

The guide outlines a course to provide high school students with learning experiences in the political/governmental and legislative process. Designed as a semester course, the course aims to teach American Indian youth their rights and responsibilities under the U.S. Constitution and under their respective state and tribal governments, and to develop an awareness and an understanding of the concepts, principles, and functions of student rights and responsibilities both within the school and community environment. Consisting of 11 units, the course covers basic types of educational systems and laws, jurisdiction of courts, sources of law, the Bill of Rights, the right to privacy, student body constitution, due process in the school and in the community, the Indian Bill of Rights, voter education, fair trial/free press, consumer rights and responsibilities, and sources of authority for Indian schools and programs relating to American Indians. Briefly discussed are the course objectives, student competencies, student evaluation, and teaching strategies for law focused education (small groups, peer teaching, films, field trips, speakers, simulation games, and case studies). Also included are a 19-item bibliography and lists of 6 law-related audiovisuals (source, series, film title, and level) and 6 supplemental materials. (NQ)

ED 158 922 RC 010 673

Gessaman, Paul H.

Community Development: An Intensive Training Manual. Training for Agency Field Personnel.

North Central Regional Center for Rural Development, Ames, Iowa.

Pub Date-Jun 78

Note-389p.; Related documents: RC010672-674.

Available from-North Central Regional Center for Rural Development, 108 Curtiss Hall, Iowa State University, Ames, Iowa 50011 (single copies free while supply lasts)

EDRS Price MF-$0.83 HC-$20.75 Plus Postage.

Descriptors-Adult Education, *Change Agents, Change Strategies, Citizen Participation, *Community Agencies (Public), *Community Development, Conflict Resolution, Decision Making, *Extension Agents, *Inservice Education, Interagency Cooperation, Manuals, Needs Assessment, Power Structure, Problem Solving, Rural Areas, Social Change, Urban Areas, Worksheets

Intended for agency field personnel who assist in local community development (CD) efforts, this publication is the second of three making up an intensive training manual for community development. Using an inservice training approach, this part of the manual contains four instructional units: rationale for CD training, what CD is (CD as process, program, method, movement, manifestation of democracy), why be involved (aspects of social change creating the need for CD activities), and what one needs to know about CD (community dynamics, agency involvement, problem solving, conflict, change strategies). The manual presents an amplified content outline for each unit, with margin space for notes by trainers or trainees, worksheets for individual and small group participation, and visuals for overhead projection. It includes resource papers on the definition of community development, growth and development, change (in metropolitan and nonmetropolitan settings), guidelines for a good community, the community coordinator, citizen participation, decision making for development, understanding community, alternative development approaches, and process of community problem solving. Workshop exercises, with accompanying worksheets, focus on applying subject matter to participants' work situations, clientele problems, alleviating programs, and impact of change on local communities. (RS)

ED 158 960 SE 024 073

Pendleton, R. F., Ed. Schmidtmann, E. T., Ed.

Pesticide Applicator Training Manual, Category 1 - Agricultural, Subcategory - Animal. A Training Program for the Certification of Commercial Pesticide Applicators.

Cornell Univ., Ithaca, N.Y. Cooperative Extension Service.

Pub Date-Oct 76

Note-57p.; For related documents, see SE 024 072-077; Occasional photographs may not reproduce well

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Agricultural Production, Certification, Environment, *Equipment Utilization, *Instructional Materials, Job Skills, *Livestock, *Pesticides, *Post Secondary Education, Safety

Identifiers-Pests

This manual provides information needed to meet specific standards for certification as a pesticide applicator. Chapter one deals with the safety problems of pesticide use to humans, livestock and the environment. The second chapter is concerned with the types of application equipment and their utilization. Specific pests of livestock and poultry are covered in the last chapter. Information on description, life cycle, damage and control of flies, lice, and mites is provided. (CS)

ED 158 988 SE 024 683

Erdmann, M. H. And Others

Safe, Effective Use of Pesticides, A Manual for Commercial Applicators: Field Crop Pest Control.

Extension Service (DOA), Washington, D.C.; Michigan State Univ., East Lansing. Cooperative Extension Service.

Report No.-MSU-EB-E-1032-1A3

Pub Date-Apr 77

Note-44p.; For related documents, see SE 024 681-693 and ED 152 516-517

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Agricultural Production, Botany, *Certification, Entomology, *Instructional Materials, *Pesticides, Post Secondary Education, *Safety, Weeds

Identifiers-Michigan, *Pest Control

This manual is intended to assist pesticide applicators to meet the requirements for certification under the Michigan Pesticide Control Act of 1976. The primary focus of this publication is on field crop pest control. The five sections presented describe: (1) Field crop pests; (2) Using pesticides in field crops; (3) Weed pests of field crops; (4) Disease control for field crops; and (5) Insect pests of field crops. A list of self-help questions and instructions for completing the questions are presented at the end of each section. (HM)

ED 159 087 SO 011 042

Dawson, George G., Ed.

Economic Education Experiences of Enterprising Teachers, Volume 15. A Report Developed from the 1976-77 Entries in the International Paper Company Foundation Awards Program for the Teaching of Economics.

Joint Council on Economic Education, New York, N.Y.

Pub Date-78

Note-128p.; Picture on page 26 and chart on page 75 may not reproduce clearly in hard copy due to poor reproducibility and small type size in original document

Available from-Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036 ($2.00, paper cover)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors-Academically Gifted, Awards, Business Education, Case Studies, Class Activities, Consumer Economics, Consumer Education, Course Content, *Course Descriptions, Curriculum Development, *Economic Education, Educable Mentally Handicapped, Educational Needs, Educational Objectives, Educational Practice, Effective Teaching, Elementary Secondary Education, Fundamental Concepts, Higher Education, Instructional Innovation, *Learning Activities, Program Descriptions, Program Development, Projects, Social Studies, *Teacher Developed Materials, Teaching Methods, *Teaching Techniques

Twenty award winning, teacher-developed programs, projects, courses, and materials in economic education are presented. These case study projects are designed to be used with kindergarten through college students. The case studies are organized by grade level into five chapters. Chapter I suggests ways to teach economic concepts to educable mentally handicapped children in grades K-3 and provides curriculum materials for typical first and second grade children on scarcity, economic disadvantagement of blacks in the United States, and the role of the government in meeting consumer demands. Chapter II focuses on community issues and economic awareness for grades four through six. Chapter III offers materials on money, banking, the Federal Reserve System, small business economics, restaurant management, and the relationship between economics and values for use in grades seven to nine. A general economics program for teenage mentally handicapped students is also outlined in this chapter. Chapter IV contains descriptions of four programs for high school students. Topics are the world marketplace, values in decision making, analytical economics for intellectually gifted students, and a self-contained mini-economy. The final chapter offers four models for curriculum development on the college level. An appendix at the end of each chapter provides brief overviews of additional courses and programs in economic education. For each case study, information is presented on grade level, project background, student ability, objectives, activities, and evaluation. (Author/DB)

Global Education Guidelines.
Michigan State Dept. of Education, Lansing.
Pub Date- 77
Note-75p.; Not available in hard copy from EDRS due to poor reproducibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Annotated Bibliographies, Classroom Materials, *Curriculum Development, Definitions, Elementary Secondary Education, *Global Approach, *Guidelines, Interdisciplinary Approach, Objectives, Resource Materials, World Affairs, World Problems

This publication provides guidelines to help school districts in Michigan initiate or strengthen global education programs. A definition of and rationale for global education are included in part 1. Global education is defined as a lifelong growth in understanding, through study and participation, of the world community and the interdependency of its people and ecological, social, economic, and technological systems. Part 2 lists the goals of a global education program. An interdisciplinary approach is highly encouraged. A brief discussion of implementation, with an emphasis on school community interaction, is provided in Part 3. Part 4 contains criteria for program development. The last part contains a bibliography of global education resources. The bibliography, which comprises about half of the publication, cites teacher resource material, and print and non-print materials for classroom use at all levels. (Author/RM)

ED 159 125 SO 011 162

Georges, Daniel E.

The Geography of Crime and Violence: A Spatial and Ecological Perspective. Resource Papers for College Geography, No. 78-1.

Association of American Geographers, Washington, D.C.

Pub Date-78

Note-37p.

Available from-Association of American Geoghaphers, 1710 Sixteenth Street, N.W., Washington, D.C. 20009 ($2.50 paperbound, quantity discounts available)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Concept Teaching, *Crime, *Curriculum Development, Data Analysis, Ecology, *Environmental Influences, Geographic Concepts, *Geography, Higher Education, Instructional Materials, Literature Reviews, Maps, Social Change, Socioeconomic Influences, Sociology, Statistical Analysis, Tables (Data), Teaching Methods, Urban Environment, *Violence

The paper examines crime from a spatial perspective and provides an introduction to social ecology theory. The document is part of 8 series of resource papers intended to supplement college level geography textbooks. The geography of crime is defined as the spatial manifestation of criminal acts. The social ecological approach interprets crime as a function of the social change that accompanies environmental change. The document is presented in six chapters. Chapters I and II introduce the crime problem and compare geographic and social ecological approaches to crime and violence. Chapter III applies ecological principles to spatial analysis of crime. Topics include human ecology, symbiosis, community and society, delinquency rates, ghettos, and statistical analysis. Chapter IV identifies crime data sources and outlines a format for geographic analysis of crime. Chapter V explains that the major objective of the geography of crime is to relate the spatial pattern of crime to social, environmental, historical, economic, and psychological variables. The final chapter provides an exercise in applying statistical methods to crime. An appendix and a bibliography conclude the document. (Author/DB)

ED 159 147 SP 013 003

Training Manpower for Health Administrations. Report on the Working Group on Specific Problems of Schools of Public Health. Brussels, 9-11 September 1975.

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.

Report No.-ICP/HMD 020
Pub Date-75
Note-55p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Administrator Responsibility, Delivery Systems, Foreign Countries, *Health Education, Health Services, *Needs Assessment, Program Evaluation, *Public Administration Education, *Public Health, Staff Improvement
Identifiers-*Schools of Public Health

A working group composed of representatives from ten European countries and Nigeria was convened by the World Health Organization because of a recognition of the accelerating rate of change in the character and range of public health problems throughout the world. The program for the working group was designed to explore the major aspects of communications and relationships between schools of public health and health administrations. Four major topics were considered: (1) identifying manpower needs and problems of public health services; (2) new educational needs of health administrations; (3) educational responses to new needs of health services: organizational, administrative, curricular, and technical; and (4) joint responsibilities of health administrations and public health education systems for planning, implementing, and evaluating educational programs. The program of the working group, the list of working documents and background material, and the list of participants are appended to this report. (JD)

ED 158 634 HE 010 283

Collins, Terence Romano, John L.
Study Survival Kit.
Minnesota Univ., Minneapolis. General Coll.
Pub Date-78
Note-35p.
Available from-General College, University of Minnesota, Minneapolis, Minnesota 55455
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-College Freshmen, *College Students, *Educational Counseling, Higher Education, Libraries, Publications, Reading Habits, *Scheduling, *Self Help Programs, *Skill Centers, Student Personnel Services, *Study Skills, Writing Skills
Identifiers-Note Taking, University of Minnesota General College

This booklet on study skills for entering college students provides direction on the following topics: using time, textbooks, notetaking, exams, reports and essays, libraries, and getting help. Questions the student should consider about scheduling time and sample daily/weekly/quarterly schedules are included. Textbook reading should consist of surveying, questioning, reading, reciting, and reviewing the material. Listening and recording notes in a usable way and academic and psychological preparation for tests are discussed. The most common types of test questions are discussed, including multiple choice, true-false, matching, computational or numerical, short answer, and essay. Basic reference materials in the library, the card catalog, periodical indexes, and newspaper indexes are described, and the use of quotes and footnotes in papers is discussed. Sources of help for General College students at the University of Minnesota are the reading and writing skills center, mathmatics skills center, counseling and student development, and HELP center. (SW)

ED 158 759 IR 006 361

McWeeney, Mark G.
Cost Analysis of TRIAL, an Information Storage and Retrieval System.
Pub Date-78
Note-51p.; For related document, see ED 152 303
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Comparative Analysis, *Cost Effectiveness, *Costs, *Data Bases, Graphs, Information Retrieval, Information Storage, *Information Systems, Models, Tables (Data)
Identifiers-*TRIAL

The costs of creating and maintaining permanent files and retrieving keyword title indexes in TRIAL (Technique for Retrieving Information from Abstracts of Literature) are presented. This system, which is used for bibliographic control and file efficiency, is relatively easy to learn and use, and popular with school, academic, business, and governmental personnel. Large data bases are anticipated, and the costs for building 1000, 3000, 5000, 7000, and 9000 record data bases are reported here based on a model devised to show how most users use TRIAL. Results show that costs are linear in relation to the number of records needed, and that each record costs approximately seven and one-half cents to process. (Author/MBR)

ED 158 823 JC 780 482

Garlock, Jerry C.

A Study of Students' Desires to Enroll in Classes and their Enrolling in Those Classes.

El Camino Coll., Torrance, Calif.
Pub Date-19 Sep 78
Note-17p.; Not available in paper copy due to marginal legibility
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Access to Education, Community Colleges, *Courses, *Educational Demand, *Educational Supply, *Enrollment Influences, Enrollment Rate, *Junior Colleges, Ratios (Mathematics), School Registration, Statistical Data, *Student Needs, Student Problems
Identifiers-Student Preferences

In order to determine the relationship between those courses students wished to take and those in which they actually enrolled, students were asked to indicate their course preference during fall 1977 registration. For each day of the registration process, the desired classes were compared with the number of students enrolled in each class. Results indicated that approximately 600 (over one-fourth) of the course sections were desired by more students than were actually able to enroll in them. Over 16% (361) of the sections were courses which less than one-half of the students enrolled had selected as first choice. The course which had the highest number of students wishing to enroll in relation to the number of registrants was Beginning Ballet Techniques. Tables of ratio frequencies and a selection from the total list of specific class sections identified by ratio are included. (MB)

ED 158 886 PS 010 080

Hunt, J. McVicker

Specificity in Early Development and Experience.

Spons Agency-Charles F. Kettering Foundation, Dayton, Ohio.; Public Health Service (DHEW), Washington, D.C.; Russell Sage Foundation, New York, N.Y.
Pub Date-Oct 77
Grant-MH-10226; EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Behavior Development, Child Development, Cross Cultural Studies, Cultural Differences, *Developmental Psychology, *Early Experience, *Environmental Influences, Genetics, Individual Differences, Institutionalized Persons, Intelligence, *Nature Nurture Controversy, *Theories
Identifiers-*Critiques, *Iran (Tehran)

This paper presents observational and research evidence to refute two widely held beliefs about psychological development: the belief in predetermined development and the belief in the simultaneous development of all behavioral systems. Studies suggesting the plasticity of development through environmental deprivation and intervention are described. Jensen's concept of heritability is challenged with evidence from studies indicating the range of reaction available to children from a wide range of environmental backgrounds. Evidence from studies of orphanage children in Greece and Iran is included in this discussion. Observational and research evidence refuting the belief in global development is also presented. These studies highlight the inadequacy of reliance on the IQ as a measure of overall ability and indicate the value of ordinal scales for measuring achievement in specific areas of development. Evidence for retardation in certain areas of development and concurrent progress in others is said to suggest specific rather than global development. Intervention studies in an orphange in Tehran are described to provide further evidence for asynchronous development. A discussion of the educational implications of these results is included. (BD)

ED 158 941 RC 010 706

Finley, Cathaleen

Choices & Careers; Free to Choose: Women Today and Tomorrow.

Wisconsin Univ., Madison, Univ. Extension.
Spons Agency-Extension Service (DOA), Washington, D.C.
Note-22p.; For related documents see ED 152 446-449 and RC 010 701-709
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*American Indians, *Career Awareness, *Career Education, Educational Opportunities, Employment Potential, *Females, Salary Differentials, Sex Stereotypes, *Teenagers, Tribes, Wages, *Working Women
Identifiers-*Career Development Project for Tribal Girls

Nine out of 10 girls can expect to work for pay; six of them will be part of the labor force for 30 years. Today five out of ten women between the ages of 18 and 64 are working outside the home. A young woman must plan to be a worker as well as wife and mother. One fourth of all American Indian women who work for pay are clerical workers, one-fifth service workers, and another one-fifth do factory type work, all relatively low paying jobs. The world is changing; women expect to live longer and have fewer children; and there are more widowed, divorced, separated, and unmarried women. Greater attention must be given to career planning. This document is the introduction to the Choices and Careers: Free to Choose'' program for young tribal women, which endeavors to help girls think through the choices they have and to plan so that options are open for career choices. It discusses new career opportunities for women, including the non-traditional jobs becoming available, the value of higher education, and early conditioning that creates the passivity, dependence and non-competitive attitudes that hamper girls in realizing their fullest potential. (DS)

ED 159 015 SE 024 789

Agrawal, Piyush C. And Others
Metric Education: We Are Getting Ready for the Change. Module on Length.
Albany-Schoharie-Schenectady Board of Cooperative Educational Services, Albany, N.Y.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-77
Grant-OE-007700843
Note-25p.; For related documents, see SE 024 788-792; Contains occasional light and broken type
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Activity Units, Elementary Education, *Elementary School Mathematics, Instructional Materials, *Measurement, *Metric System, *Resource Materials, Resource Units
Identifiers-*Length

This module is one of five modules on length, area, volume and capacity, mass, and temperature, developed for the use of teachers and teacher-trainer team leaders. Primary and intermediate activities in this booklet concentrate on the concept of length with emphasis on metric measurement. The objectives and needed materials for each activity are listed. (MN)

ED 159 040 SE 024 862

Osborne, Alan R., Ed.
Investigations in Mathematics Education, Vol. 11, No. 1.
Ohio State Univ., Columbus. Center for Science and Mathematics Education.
Pub Date-78
Note-72p.; Contains occasional light and broken type
Available from-Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($6.00 subscription, $1.75 ea.)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Abstracts, Bilingual Education, Cognitive Development, Early Childhood Education, *Elementary Secondary Education, Instruction, Learning, Mathematical Concepts, *Mathematics Education, *Research Reviews (Publications), Teacher Education, Testing, *Tests

Seventeen research reports related to mathematics education are abstracted and analyzed. Five of the reports deal with aspects of learning theory, three with teacher education, two with testing, three with children's knowledge and understanding of various mathematics-related concepts, and one each with errors in solving linear equations, classroom behavior and cognitive development, bilingual education, and sense modality matching abilities. Research related to mathematics education which was reported in RIE and CIJE between October and December 1977 is listed. (MN)

ED 159 190 TM 007 382

Clark, Mary Jo Blackburn, Robert T.

Assessing Faculty Performance: A Test of Method.

Pub Date-31 Mar 78
Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-College Faculty, *College Teachers, *Effective Teaching, Higher Education, Peer Evaluation, *Rating Scales, Self Evaluation, Student Evaluation of Teacher Performance, Teacher Administrator Relationship, *Teacher Evaluation, *Test Reliability, *Test Validity

A methodology for evaluating faculty work performance was discussed, using data obtained from a typical liberal arts college faculty. Separate evaluations of teaching effectiveness and of overall contributions to the college for 45 full-time faculty (85% response rate) were collected from administrators, faculty colleagues, students, and from the professors themselves. The reliability and validity of quality ratings followed Cartter (1966). Independent questionnaire data on demographic variables, professional attitudes and opinions, personality measures, job satisfaction, and perceived stress in the work situation gave correlation coefficients whose sign was predicted from role theory. These measures added to construct validity. The procedure satisfied statistical tests for reliability and validity. Practical suggestions for use of this method are included. (Author/CTM)

ED 158 737 IR 006 287

Shabowich, Stanley A.

An Approach to Assessment of Quality of a University Library Collection. Revised Edition.

Pub Date-Dec 77

Note-30p.; For related document, see ED 107 308

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Bibliographies, Books, *Library Collections, Literature Reviews, Research Methodology, Tables (Data), *Undergraduate Study

Identifiers-*Qualitative Analysis

A qualitative analysis of the entire library collection, difficult to undertake because most research literature deals only with selected bibliographic areas and no single evaluation scheme can be applied to all of the different kinds of materials held, is described in this report of a study undertaken at Purdue University Camulet Campus Library in 1975. Researchers determined quality of this undergraduate collection by comparing a random sample of their entire monograph collection with Books for College Libraries'' (BCL), a subject bibliographies reference which serves as a model of a well-balanced undergraduate subject collection. A numerical count of titles in the bibliography by discipline was followed by a check of the appropriate sample in the library collection and a check of the author/title card catalog. The titles in the library collection were then added up and percentages derived. Tables illustrate the techniques and results. This study indicates that most disciplines do not measure up favorably to the selected standard of reference, the one exception being the history of the United States with 68% of the titles. The results of a second study conducted in 1976 with a new edition of Books for College Libraries'' (II) are appended. (MBR)

Linthicum, Dorothy S.
The Economic Impacts of Maryland Community Colleges.
Maryland State Board for Community Colleges, Annapolis.
Pub Date-Sep 78
Note-43p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Community Colleges, *Cost Effectiveness, Economic Research, *Educational Economics, *Financial Support, Government School Relationship, *Junior Colleges, *Productivity, Revenue Sharing, School Industry Relationship, State Aid
Identifiers-Maryland

The problem addressed in this study is the identification of economic benefits generated by the 17 Maryland community colleges, and their associated costs. Figures for fiscal year 1977 are used to assess the statewide impact of the community colleges on the business sector, in terms of total impact of expenditures by the colleges and their staffs, the sources of funds for the colleges, how much business property exists in support of their expenditures, how much the credit base of Maryland's banks expanded and how much state business volume was unrealized because of the colleges. Impact on the government sector is considered in relation to: federal tax revenues and transfer payments received by the state; revenue received by local jurisdictions; the cost to the state for provision of services to the colleges and their employees, and the value of state property related to these services; and the amount of state and local real estate taxes foregone because of the tax-exempt status of the colleges. The colleges affected general employment by: making more full-time jobs available, by increasing the earning capacity of their graduates, and increasing state and local tax revenues generated by the increased earnings. Also considered are the state and local investments, and internal rates of return for students and the public. A bibliography and review of the literature are included. (MB)

ED 158 865 PS 009 568

Gallimore, Ronald Tharp, Roland G.

An Overview of Research Strategies and Findings (1971-1975) of the Kamehameha Early Education Program. Technical Report #66.

Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.

Spons Agency-California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.

Pub Date-Oct 76

Note-40p.; For related documents, see PS 009 533-567 and PS 009 569-573

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Academic Aspiration, *Classroom Research, *Demonstration Programs, Early Childhood Education, *Educational Improvement, Hawaiians, Linguistic Competence, *Program Development, Reading Research, Research Criteria, *Research Design, *Research Methodology, Teacher Education

Identifiers-Hawaii, *Kamehameha Early Education Program

This report reviews the major lines of investigation of the Kamehameha Early Education Program (KEEP) for the period 1971-75. A brief introductory section describes the selection of initial research strategies, identification of problems, issues in research design (such as internal versus external validity) and problems pertaining to the process of translating theoretical research into classroom practice. A major portion of the report focuses on a discussion of KEEP's four major lines of research: student industriousness, linguistics, reading, and staff training/consultation. Additional areas of KEEP research are briefly summarized and include culture and family research, evaluative and outcome research, and an account of cooperative research efforts with investigators from other institutions. (CM)

ED 158 989 SE 024 684

Heiligmann, R. B. And Others

Safe, Effective Use of Pesticides, A Manual for Commercial Applicators: Forest Pest Control.

Extension Service (DOA), Washington, D.C.; Michigan State Univ., East Lansing. Cooperative Extension Service.

Report No.-MSU-EB-E-1032-2

Pub Date-Dec 76

Note-102p.; For related documents, see SE 024 681-693 and ED 152 516-517; Contains occasional light and broken type

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-*Agricultural Production, *Certification, *Disease Control, Environment, Forestry, *Instructional Materials, Job Skills, *Pesticides, Post Secondary Education, *Safety

Identifiers-Michigan, *Pest Control

This manual is intended to assist pesticide applicators to meet the requirements of the Michigan Department of Agriculture for certification. The primary focus of this publication is on forest pest control. An introduction with the explanation of pesticide applications in forestry is presented. The ten sections included describe: (1) Principal forest types in Michigan; (2) Forest insects; (3) Forest diseases; (4) Vertebrate populations and problems; (5) Forest vegetation control; (6) Pesticide labeling for forestry; (7) Special forestry application equipment; (8) Special precautions for pesticide use in forests; (9) Action of pesticides in the forest environment; and (10) Hazards of pesticide use and nonuse. A list of self-help questions and instructions for completing the questions are presented at the end of each section. (HM)

ED 159 063 SE 024 924

Rankins, William H., III Wilson, David A.

Practical Sun Power: 5 Projects to Help Free You from Depending on Any Fuel Other Than the Sun.

Pub Date-Jan 78
Note-52p.
Available from-Lorien House, P.O. Box 1112, Black Mountain, North Carolina 28711 ($4.00; Discounts on quantity orders)
Document Not Available from EDRS.

Descriptors-Energy, *Energy Conservation, Environmental Education, *Heating, Physics, Science Education, *Science Experiments, *Science Projects, *Solar Radiation
Identifiers-*Energy Education, *Solar Energy

This publication describes in detail projects for using solar energy; five major projects and five mini-projects. The major projects are: (1) Parabolic reflectors, both cylindrical and spherical; (2) Solar oven; (3) Hot water heater; (4) House heating; and (5) Conversion to electricity. Mini-projects investigate: (1) Solar computers; (2) Fresnel lense usage; (3) A solar still; (4) Greenhouses; and (5) Sun tracking. For each major project, an introductory discussion, an explanation of how to design and construct the apparatus, a materials and tools list, and other tips on finding materials, saving money, safety, and project applications are given. Included in the information given for each project are efficiency, usage, and modification information. These projects are written to give the amateur experimentor complete information in designing and constructing solar energy equipment. Running commentaries interspersed throughout the text are: (1) The Finer Art of Scrounging; (2) Solar Facts; and (3) Solar History. (MR)

ED 159 169 SP 013 071

Blackwell, Peggy J. Smith, Leonard

Goals of Secondary Education as Perceived by Education Consumers. Volume III, Elicitation Results and Discussion.

Information Science, Inc., Manhasset, N.Y. Humanic Designs Div.; New Mexico Univ., Albuquerque. Inst. for Social Research and Development.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date- 73
Note-104p.; For related documents, see SP 013 069-072
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Academic Achievement, Basic Skills, *Educational Objectives, *Interviews, *Opinions, Parental Aspiration, Parental Grievances, *Parent Attitudes, *Questioning Techniques, *School Responsibility, Secondary Education

A study to determine parental attitudes toward the education their secondary school children were receiving was conducted in Albuquerque, New Mexico, and Philadelphia, Pennsylvania. Open-ended, tape-recorded elicitation interviews were conducted with the parents. Questions were asked that allowed parents to express any opinion, idea, attitude, or concern they might have about secondary education. Interviews were transcribed; after redundancies in each set of interviews were eliminated, 297 declarative statements representing the opinions, ideas, attitudes, or concerns of Albuquerque parents remained. The Philadelphia elicitation interviews were treated as an independent set and resulted in 46 additional statements. An overview of the elicitation interview results is presented in this report, followed by an extensive section on the content of the interviews. The final section presents a comparison of the results by city and gives conclusions and implications. (JD)

ED 158 614 FL 009 730

Deuchar, Margaret

Sign Language Research and Sociolinguistic Theory.

Pub Date-Aug 78
Note-20p.; Paper presented at the World Congress of Sociology (9th, Uppsala, Sweden, August 14-19, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Body Language, Communication (Thought Transfer), Communication Skills, Deaf Interpreting, *Deaf Research, *Language Research, Language Role, Language Variation, *Linguistic Theory, Manual Communication, Nonverbal Communication, *Oral Communication Method, *Sign Language, *Sociolinguistics

This paper explores the link between sign language research and sociolinguistic theory. It demonstrates how sign language research benefits from a sociolinguistic approach and provides validation for sociolinguistic theory. Previous research on the sign language of the deaf is reviewed, and a distinction is made between structure-oriented'' and community-oriented'' approaches. While the former sees language as an abstract, autonomous system, the latter views it as part of the communication process among human beings. It is argued that the community-oriented approach, which is sociolinguistic in nature, is particularly well suited to sign language research. This is because it avoids pitfalls of the structure-oriented approach, in particular, an orientation toward spoken language and the assumption that sign is homogeneous. It is shown that the usefulness of the community-oriented approach to sign language provides validation for the concepts, methods and scope of sociolinguistics, and thus supports those who argue for a radical change in linguistics along sociolinguistic lines. (Author)

ED 158 654 HE 010 350

The Case for the Charitable Deduction: Extending Eligibility to Every Taxpayer. A Guide to Tax Policy and Higher Education. Tax Studies Paper No. 5.

American Council on Education, Washington, D.C.; Association of Governing Boards of Universities and Colleges, Washington, D.C.; Council for Advancement and Support of Education, Washington, D.C.; National Association of Independent Colleges and Universities, Washington, D.C. National Inst. of Independent Colleges and Universities.

Pub Date-Aug 78
Note-16p.
Available from-The National Institute of Independent Colleges and Universities, Office of Research, 1717 Massachusetts Avenue, N.W., Suite 503, Washington, D.C. 20036 ($0.75)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Community Support, Educational Finance, *Federal Legislation, *Finance Reform, Financial Policy, *Higher Education, *Nonprofit Organizations, Nonpublic School Aid, Private Colleges, *Private Financial Support, Public Support, *Taxes
Identifiers-*Charitable Deductions

Extending the charitable deduction to all taxpayers, not just those who itemize, would help protect the deduction from the unintended, indirect, and adverse effects of other changes in tax laws, such as increases in the standard deduction. Recent trends to simplify the tax law and to induce more taxpayers to utilize the standard deduction have significantly narrowed the incentive effect of the charitable deduction and has seriously reduced the flow of funds to charities. Extending the charitable deduction to all taxpayers would increase the total amount of real revenues available to support community activities and help alleviate public problems. Over 85 percent of the revenues ``given up'' would show up as a reduction in taxes for current non-itemizers, those 77 percent of all taxpayers who use the standard deduction and have predominantly low and middle incomes. The theoretical tax policy arguments for extending the charitable deduction are presented, and it is contended that the deduction would not unduly complicate tax compliance. The nature of the American system has from its inception encouraged voluntary associations and institutions as one way to serve the public good, and support for charitable organizations has been a cornerstone of this pluralistic society. Background material concerning the proposed legislation to extend the charitable deduction is appended. (SW)

ED 158 674 HE 010 387

Yancey, John M. Stewart, Arthur Van

Effect of Selection Ratio on Correlations Between Admissions Criteria and Measures of Dental Student Success.

Pub Date-14 Mar 78

Note-23p.; Paper presented at the AADS Annual Meeting (Washington, D.C., March 14, 1978); Some illustrations may not reproduce well

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Admission Criteria, *Competitive Selection, Correlation, *Dental Schools, Dentistry, Failure Factors, Higher Education, Measurement Instruments, Predictive Measurement, *Predictive Validity, *Predictor Variables, Professional Education, *Success Factors

Correlations between popular admissions indicies, including Dental Admission Test scores and pre-dental grade point average, and numerous measures of student success, such as National Board scores and grades, were compared for recently-graduated students from two dental schools with substantially different selection ratios. While the differences in retrospective predictive validity coefficients for some measures of success were in the direction most would predict (higher for the school with a greater-than-40-percent selection ratio than for the school with a less-than-10-percent selection ratio), the magnitude of the differences was not nearly as large as might be inferred from the most frequently published Taylor-Russell Tables, which assume either a .50 or .60 base rate (proportion of applicants who would be successful if the predictor in question were not used in the selection process). In view of the very low academic attrition in almost all dental schools and the fact that failure is defined as more than two standard deviations below the raw score mean on the norm-referenced National Board examinations, the more appropriate references to consult in estimating changes in predictive ability of admissions indicies as a function of relative applicant pool size are those seldom-published tables with a base rate of .80 or .90. One major implication of this study is that selection ratio does not affect the predictive validity of the most common dental school admissions measures as much as is gathered from reading the more popular texts on psychological testing. (Author/LBH)

ED 158 694 HE 010 432

Faculty Handbook, North Texas State University.

North Texas State Univ., Denton.
Pub Date-78
Note-92p.; Some illustrations may not reproduce well due to small type of original document
Available from-Office of Academic Affairs, North Texas State University, Denton, Texas 76203
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Administrative Organization, Administrative Policy, Ancillary Services, *College Faculty, College Governing Councils, College Libraries, Committees, Community Resources, Consortia, Correspondence Study, Cultural Events, Educational Policy, Faculty Development, *Faculty Handbooks, Faculty Promotion, Fringe Benefits, *Governance, Governing Boards, Higher Education, Lifetime Sports, *Personnel Policy, Publications, Records (Forms), School Calendars, Staff Meetings, State Universities, Student Personnel Services, *Student Teacher Relationship, *Teacher Administrator Relationship, Teacher Retirement, Teacher Salaries, Teaching Conditions, Tenure, University Extension
Identifiers-Commencement Exercises, Policy Statement

Outlined for new and continuing faculty members is information on the organization, policies, procedures, and traditions of North Texas State University. Categories of information presented include: university governance (institutional history, the state higher education system, university organization, board of regents, faculty senate, committees, consortia, bulletins, calendar, commencement, and general faculty meetings); the faculty and the university (appointment, conditions of employment, evaluation, advancement, retirement, compensation, professional development, libraries and support services); the faculty member and students (classroom policies, office hours, room changes, correspondence and extension, approval of new courses and programs, major student services, and university services); and the faculty member and his nonacademic environment (the local community, cultural events, educational activities, and sports). Appended are a number of related documents and forms, including the Faculty Senate charter and bylaws; a policy statement on academic freedom, responsibility, and tenure; and university policy on academic promotions. (MSE)

ED 158 715 IR 006 123

Littleton, Isaac T.

State Systems of Higher Education and Libraries: A Report for the Council on Library Resources.

North Carolina State Univ., Raleigh.

Spons Agency-Council on Library Resources, Inc., Washington, D.C.

Pub Date-Nov 77

Note-106p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-Advisory Committees, *Budgeting, Financial Support, *Governing Boards, *Higher Education, Interviews, Library Cooperation, *Library Planning, Questionnaires, State Surveys, *Statewide Planning, University Libraries

Identifiers-*Academic Libraries

A study was undertaken to investigate the role of state boards and systems of higher education in the statewide coordination and funding of public senior academic libraries. Data and information were gathered during the fall of 1976 and the summer of 1977 from on-site interviews with staff members of boards and systems of higher education in ten states outside North Carolina, and questionnaires were mailed to state agencies of higher education in all 50 states. Wide variations among states in the funding and planning for libraries necessitated that the information and data obtained be presented in descriptive and expository form. Results are presented in four chapters, one for each of the major areas investigated planning for library development; the role of advisory committees of librarians; interlibrary cooperation; and funding. Major findings indicate that (1) although little uniformity exists among states in the methods of funding academic libraries, there is a trend toward the use of formulas in statewide funding patterns; (2) a wide variety of budget formulas are presently being used and it is not likely that an ideal'' formula will be universally adopted; (3) there is a growing trend in overall planning and coordination of library resources within states; and (4) practically every state now has either an official advisory committee or volunteer committees. A selective bibliography and a copy of the questionnaire are appended. (JPF)

ED 158 760 IR 006 362

Bob, Murray L.
Access to Libraries and Information Services.
Pub Date-Mar 78
Note-21p.; Paper presented at the Annual Library Systems Conference (Albany, New York, March 1-3, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Information Needs, *Information Seeking, *Libraries, Library Planning, *Library Services
Identifiers-*Access (Information), New York

The unresolved aspects of access that were handled in the Report of the Commissioner of Education's Committee on Library Development, 1970'' and the Report of the Commissioner of Education's Committee on Direct Access, 1974'' are discussed. Travel distance to libraries providing reference and referral, interlibrary loan, and on-line data base service should be within 20 to 30 minutes of users. Libraries must follow the example of increased hours of opening set by business to accommodate the new social living patterns of today's families. Though library service is free, the cost in time to go to the library could be reduced by mobile service, storefront reading centers, work-place libraries, and mail-order service. Radio, television, and computer technology can reduce the time factor in obtaining information. The concept of a statewide library card, good in all libraries, refuses to die. The policy of not charging for library services should continue, as the introduction of fees would create a barrier to the information-poor'' in our communities. (Author/JAB)

ED 158 784 IR 006 427

Posner, George J.

Cognitive Science: Implications for Curriculum Research and Development.

Pub Date-29 Mar 78

Note-49p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Artificial Intelligence, Cognitive Objectives, *Cognitive Processes, *Content Analysis, *Curriculum Development, *Curriculum Research, Memory, *Models, Recall (Psychological), Retention, Semantics, Student Evaluation

Identifiers-*Semantic Networks

A model of human information processing is summarized and discussed in terms of the implications of the model and its associated technologies for curriculum research and development. Description of the model focuses on its input and output systems and its memory systems, i.e., long-term memory (LTM). Semantic networks are described as a representation of LTM, particularly the work of Lindsay, Norman, and Rumelhart at San Diego. Curricular implications discussed include analysis of disciplinary knowledge and the use of concept maps to represent that knowledge, cognitive objectives expressing the changes intended in a student's cognitive structures or processes, curriculum organization decisions, content analysis, and finally, evaluation of student learning (particularly what is involved in answering a typical classroom or test question). Conclusions regarding the potential and actualized contributions of cognitive science for curriculum research and development are then discussed. (Author/VT)

ED 158 824 JC 780 483

Caldwell, Laura Ryan

Complete Sexuality Services in a Community College Not an Impossible Dream!

Cuyahoga Community Coll., Parma Heights, Ohio. Western Campus.

Pub Date- 78
Note-11p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Community Attitudes, Community Colleges, *Contraception, *Counseling, Financial Problems, Fund Raising, *Gynecology, Health Education, *Junior Colleges, Junior College Students, Nurses, Public Relations, *School Health Services, Sex Education, *Sexuality, Student Attitudes

The Life Services Clinic (GYN) on the Western Campus of Cuyahoga Community College was established as a part of Health Services in 1973 to meet the need for adequate, affordable contraception intensified by the increased sexual activity among students. A number of problems had to be overcome in order to provide normal gynecological services without charge, or at cost, to female students and wives or girlfriends of male students, as well as sexual counseling and treatment to all students. Through special arrangements with laboratories, pharmaceutical companies and government agencies, equipment, many medications, services, and instruments were obtained at minimal expense. Possible negative community reaction to the clinic was forestalled by an extensive public relations campaign. The problem of lack of funding for a full-time gynecologist was solved by using registered nurses and nurse practitioners to do many routine tasks, and by the gynecologist only seeing patients 45 hours per quarter. Counseling and instruction in sexuality and contraception are a regular part of the services offered at GYN by a staff whose informality and approachability have been major factors in the enthusiastic student response to the clinic. (MB)

ED 158 845 PS 009 548

Gallimore, Ronald And Others

The Relationship of Sibling Caretaking and Attentiveness to a Peer Tutor. Technical Report #20.

Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.

Spons Agency-California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.

Pub Date- 74

Note-20p.; For related documents, see PS 009 533-547 and PS 009 549-573

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Attention Control, *Demonstration Programs, Early Childhood Education, Educational Improvement, Hawaiians, *Kindergarten Children, *Peer Teaching, Sex Differences, Siblings, *Tutorial Programs

Identifiers-Hawaii, *Hawaii English Program, *Kamehameha Early Education Program

Ethnographically derived measures of sibling caretaking were correlated with attentiveness to a peer tutor for 26 kindergarten children in the Kamehameha Early Education Program (KEEP). It was hypothesized that children raised in a sibling caretaking system would be more accustomed to learning from other children than those reared primarily by adults. For both boys and girls, greater male sibcare experience was positively associated with number of seconds on-task in a dyadic peer tutoring session. Regular classroom on-task rate, and measures of ability and achievement were more highly correlated with attentiveness to the peer tutor. The influence of the individual tutor was as great as any other variable considered, including IQ and certainly greater than a child's experience with sibling caretaking. Limitations of the peer tutoring format are discussed briefly. (SE)

Gessaman, Paul H. Mann, Lois L.
Community Development: An Intensive Training Manual. Extension Programming in Community Development.
North Central Regional Center for Rural Development, Ames, Iowa.
Pub Date-Jun 78
Note-180p.; Related documents: RC010672-674
Available from-North Central Regional Center for Rural Development, 108 Curtiss Hall, Iowa State University, Ames, Iowa 50011 (single copies free while supply lasts)
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-Adult Education, Citizen Participation, *Community Development, *Community Involvement, Decision Making, Evaluation, *Extension Agents, Field Instruction, Inservice Education, Leadership Training, *Manuals, *Program Planning, Rural Areas, Simulation

Combining formal instruction, work group activities, and field experience in nonmetropolitan counties, this last of three publications making up a community development training manual deals with extension programming in community development (CD). It is primarily intended for Extension Service personnel who have responsibilities for planning, implementation, and evaluation of Extension community development programs. The first two documents give background information, suggested procedures for conducting inservice training based on the manual, and comprehensive community development training units for agency personnel who provide assistance to local community development efforts. This publication reviews the overall Extension educational programming framework, examines its application to Extension CD programs, and directs a simulation of the Extension programming process through work group development of program proposals for an Extension CD program in the host county. There is a trainer's guide for this instructional unit, an amplified content outline, visuals for overhead projectors, a detailed daily schedule, and seven supporting resource papers which deal with Cooperative Extension Service philosophy of program development, the CD process and Extension CD program development, Extension programming, follow-up on CD projects, and developing the CD program. (RS)

ED 158 961 SE 024 074

Dewey, J. E., Ed. Pendleton, [illegible]. F., Ed.

Pesticide Applicator Training Manual, Category 1 - Agricultural, Subcategory - Plant. A Training Program for the Certification of Commercial Pesticide Applicators.

Cornell Univ., Ithaca, N.Y. Cooperative Extension Service.
Pub Date-Jan 77
Note-251p.; For related documents, see SE 024 072-077; Photographs may not reproduce well
EDRS Price MF-$0.83 HC-$14.05 Plus Postage.
Descriptors-*Agricultural Production, Certification, Entomology, Environment, *Equipment Utilization, *Instructional Materials, *Job Skills, *Pesticides, Plant Science, *Post Secondary Education, Safety
Identifiers-Pests

This manual provides information needed to meet specific standards for certification as a pesticide applicator. Each of the eight chapters deals with a different aspect of pesticide use. Chapter one discusses the problems of use, particularly those associated with safety. Chapter two is concerned with the identification and diagnosis of insects and disease while the third chapter discusses a variety of equipment types and their utilization. The remaining chapters deal with pests of the specific categories of vegetables, field and forage crops, trees, fruits and vines, Christmas trees, and agricultural crops. (CS)

ED 159 041 SE 024 875

Rivkin, G. W. Brecher, S. L.

Environmental Information Resources for State and Local Elected Officials: General Reference Guide.

Environmental Protection Agency, Washington, D.C. Library Systems Branch.; National Oceanic and Atmospheric Administration (DOC), Rockville, Md.; Rivkin Associates, Inc., Washington, D.C.
Pub Date-Feb 77
Contract-68-01-4235
Note-147p.; Contains some marginally legible pages
Available from-National Technical Information Service, 5285 Port Royal Rd., Springfield, VA 22161 ($7.25)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Administrator Guides, City Officials, County Officials, Environmental Education, *Environmental Research, *Guides, Information Dissemination, *Information Seeking, *Information Sources, *Legislators, Primary Sources, *Reference Materials, State Officials
Identifiers-Environmental Protection Agency

This publication is a guide for legislators and their aides to help them gain the environmental information they seek quickly and efficiently. The three sections of this publication are: (1) Non-Documentary Sources; (2) Secondary Literature; and (3) Primary Literature. These sections are arranged by the categories of information sources that are of greatest use to elected officials and their staffs. Each section not only gives the names and addresses of information sources (experts, agencies, libraries, references, journals, etc.), but also advice on how to use these sources efficiently. Often the quickest way of getting needed information is to ask somebody who knows, and the first section attempts to guide the user to those people. The second section attempts to guide the user to those secondary sources - encyclopedias, bibliographies, indexes, computer search services - which can lead to the most useful primary literature. The third section guides the user to the reports, journals, legislation, and texts which often provide technical information on environmental issues. The EPA preview of environmental programs for which state and local governments have implementation responsibility is appended. (MR)

ED 159 107 SO 011 121

Character Education: Some Questions and Answers.
Kentucky State Dept. of Education, Frankfort.
Pub Date-77
Note-54p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Behavioral Objectives, *Citizenship, Cognitive Objectives, Curriculum Development, *Educational Objectives, Elementary Secondary Education, Ethical Values, Humanistic Education, Individual Development, *Instructional Design, Interdisciplinary Approach, Moral Development, Process Education, *Program Content, *Program Development, Program Evaluation, School Community Relationship, Social Studies, Social Values, Teaching Guides, Teaching Methods, *Values

The document provides very thorough guidelines for planning, implementing, and evaluating ``character education,'' (or moral/values education, or citizenship education) in elementary and secondary schools. Character education promotes students' positive and realistic self-image, respect for others, and decision-making skills for participation in civic and group affairs. It is required in all Kentucky public schools. Key concepts in contemporary character education include interdisciplinary effort, rational thought process, and student involvement. Four major chapters present detailed and specific discussion of the goals, instructional objectives, student outcomes, and teaching approaches for moral citizenship and values. Another chapter identifies concept categories of values to be taught, and specific ``common core'' values to be emphasized in each grade from kindergarten through grade 12. Following suggestions for fitting character education into the curriculum and for involving the home and community environments, the guide presents a 100-item checklist for assessing a school's climate for implementing character education programs. Finally, evaluation methods and a resource bibliography are presented. (AV)

ED 159 191 TM 007 394

Padia, William

The California High School Proficiency Examination: A First Year Evaluation.

California State Dept. of Education, Sacramento.

Pub Date-Mar 78

Note-202p.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Administrative Personnel, Attitudes, Educational Finance, *Equivalency Tests, Field Interviews, *Graduation Requirements, High School Graduates, *High School Students, Institutional Characteristics, Program Evaluation, *Questionnaires, Senior High Schools, State Legislation, State Programs, *State Surveys, *Student Characteristics, Testing Programs, Use Studies

Identifiers-California, *California High School Proficiency Examination

Since December, 1975, the California State Department of Education has administered the California High School Proficiency Examination (CHSPE) five times. Students who pass the exam may leave school as early as two years before they would otherwise be permitted to. This study focused on four specific areas: (1) an overview to provide the legislative and implementation background and to expore the climate which led to the concept of an ``early-out'' exam; (2) questionnaires, given to a sample of the December, 1975, examinees concerning: who would take the exam, why, and what qualities and experiences would they have; (3) questionnaires mailed to all high schools in the state to explore the school response to the CHSPE program and to those students who take the exam; and (4) a structured interview administered to a sample of district superintendents and school principals. Results indicate that the CHSPE program has worked well for a few individuals, saved the state nearly 5 million dollars in the first year of its operation, and had a negligible impact on the schools. As long as the severe financial disincentive to the schools persists, these program outcomes will likely remain unaltered. The most effective way to increase participation would be to increase publicity about the CHSPE. (Author/CTM)

ED 159 016 SE 024 790

Agrawal, Piyush C. And Others

Metric Education: We Are Getting Ready for the Change. Module on Mass.

Albany-Schoharie-Schenectady Board of Cooperative Educational Services, Albany, N.Y.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-77
Grant-OE-007700843
Note-14p.; For related documents, see SE 024 788-792; Contains occasional light and broken type
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Activity Units, Elementary Education, *Elementary School Mathematics, Instructional Materials, *Measurement, *Metric System, *Resource Materials, Resource Units
Identifiers-*Mass

This module is one of five modules on length, area, volume and capacity, mass, and temperature, developed for the use of teachers and teacher-trainer team leaders. Primary and intermediate activities in this booklet concentrate on the concept of mass with emphasis on metric measurement. The objectives and needed materials for each activity are listed. (MN)

ED 159 148 SP 013 007

Beardsley, Kathy Pedro, Ed.

Professional Preparation of the Intramural-Recreational Sports Specialist.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date-77

Note-28p.

Available from-AAHPER Publications Sales, 1201 16th St. N.W., Washington, D.C. 20036 ($2.25)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Administrator Role, Admission Criteria, *Curriculum Design, Higher Education, *Intramural Athletic Programs, Job Market, *Physical Education, Program Development, *Specialists

This document is a guideline that outlines specific information for creating an intramural-recreational sports concentration and/or option within a physical education or recreation curriculum. Since each institution is unique, this document is to be used as a framework to help institutions develop curricula for the intramural-recreational sports specialist at the undergraduate and graduate levels. The undergraduate program emphasizes programming while the graduate program emphasizes administration. (Editor)

ED 158 635 HE 010 300

Nelson, Susan Lee Ittelson, John

Raising Teaching Consciousness With a Video Stimulated Discussion.

Pub Date-76
Note-7p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Behavior Change, *Classroom Observation Techniques, Classroom Techniques, Faculty Development, Higher Education, Instructional Media, *Interaction Process Analysis, *Microteaching, Observation, Student Behavior, *Student Teacher Relationship, Teacher Behavior, Teacher Improvement, *Teaching Techniques, *Video Tape Recordings
Identifiers-*College Classroom Vignettes, Northwestern University IL

College Classroom Vignettes, a videotape technique used to motivate teachers to change classroom behavior, is discussed. This new application of videotape was undertaken at Northwestern University's Center for the Teaching Professions with funding from the Danforth Foundation. College Classroom Vignettes are videotape records of actual classroom events rather than staged behavior. Tapes were viewed and common occurrences were compiled and matched after which segments were selected and edited. Vignettes were viewed in five- to eight-minute segments alternated with reaction and analysis by viewers. Discussions focused mostly on context; viewers evaluated their views on student teacher interactions in response to concrete examples on tape. Questionnaires were administered to viewers to gather responses to the vignette process. The dissemination phase of the project, funded by the Kellogg Foundation, publicizes the tapes and accompanying written materials and offers training in the skills needed for their effective use. The production of new vignettes through collaboration between vignette staff and faculty at other institutions is also sponsored. (SW)

ED 158 738 IR 006 288

Fink, C. Dennis

Listing of Comments Pertaining to Future Job Duties and Training Requirements for Medical Librarians and Biocommunications Personnel. Supplement to TR 73-30.

Human Resources Research Organization, Alexandria, Va.
Spons Agency-National Library of Medicine (DHEW), Bethesda, Md.
Pub Date-Dec 73
Note-116p.; For related document, see ED 126 922
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Health Occupations Education, Health Personnel, Information Centers, *Information Needs, *Information Networks, Information Retrieval, Information Storage, Job Analysis, *Librarians, Library Education, Personnel Needs, *Prediction, Technological Advancement
Identifiers-Biocommunications, *Medical Librarians

Fifteen experts in the fields of medical education and biomedical communications identified 95 events and conditions that might occur during the next 20 years in the area of biocommunications, health care delivery, and medical education; this document contains the verbatim comments provided as responses to these conditions by the study participants. This information supplements the report, A Forecast of Events and Conditions that Might Affect Job and Training Requirements of Medical Librarians.'' The comments are categorized with respect to the type of person and/or job to which the comment referred medical library personnel, communications specialists, library technicians, systems analysts, and information specialists. These participants provided comments about the types of librarians and biocommunications personnel who might be affected by the event's occurrence and the possible effects and training implications of each event. Automation, interagency cooperation, increasingly sophisticated information transfer, continuing education for professionals, and the establishment of information centers are the major areas of change as viewed by the experts. (Author/MBR)

Fifteen Year Report, 1962-1977.
Greenfield Community Coll., Mass.
Pub Date- 77
Note-76p.; Pages 54, and 56-58 of the original document were removed due to irreproducibility
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Adult Education, College Administration, College Majors, Community Colleges, Educational Finance, Enrollment Trends, Foundation Programs, *Institutional Characteristics, Junior College Libraries, *Junior Colleges, *Organizational Change, Personnel, *Private Financial Support, Statistical Data
Identifiers-Faculty Expansion

The fifteen-year history of Greenfield Community College (GCC) is outlined in this report which focuses upon the college's formation, organization and development. Following a brief history of the college, which includes the minutes of the first Advisory Board meeting and a list of present and former Board members, the curriculums of the liberal arts, career, and transfer programs are considered. A discussion of the activities and grant support of the Continuing Education Division precedes descriptions of some of the innovative programs developed at the college, and a review of the growth and development of the library, the audio-visual center, and student services. In addition, the problems and progress in the completion of a new campus in 1974 and a history of the GCC Foundation are included. Information regarding the yearly increase in authorized positions, salary ranges, and statistics on degrees conferred by program, graduates by year and program, cost per credit hour relative to state appropriations, cost per student, and cost of operations are presented in tabular form. Also included are a chronology of curriculum development, a list of the members of the Massachusetts Board of Regional Community Colleges, and a record of the gifts, assets and funds of the GCC Foundation. (MB)

ED 158 866 PS 009 569

Tharp, Cathie Jordan

Learning-Teaching Interactions Among Polynesian-Hawaiian Children in a School Context: Rationale, Method, and Preliminary Results. Technical Report #67.

Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.

Spons Agency-California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.

Pub Date-Nov 76

Note-16p.; Paper presented at the Annual Meeting of the American Anthropological Association (Washington, D.C., November 17-21, 1976); For related documents, see PS 009 533-568 and PS 009 570-573

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Cross Cultural Studies, *Demonstration Programs, Early Childhood Education, Educational Improvement, Experimental Teaching, Group Norms, Hawaiians, *Interaction, *Intermode Differences, *Interpersonal Competence, Learning Processes, *Observational Learning, *Peer Relationship, Teaching Methods

Identifiers-Hawaii, *Kamehameha Early Education Program

This paper reports research on interactional patterns associated with teaching and learning among Polynesian-Hawaiian children. Earlier ethnographic studies indicate that Hawaiian people may employ sets of learning and teaching behaviors which differ widely from those usually used in public schools. Comparison of videotaped mother and child interactions of both Hawaiians and Midwesterners showed that Hawaiian mothers used fewer verbal directions than did Midwestern mothers, although interaction rates were the same in both groups. Children of Hawaiian mothers who were high in verbal direction were more advanced in school at the end of the first grade than were children of Hawaiian mothers who were low in verbal direction. Observation of Hawaiian child-child classroom interactions has resulted in the identification of information-seeking, help-seeking, and teaching patterns. Interaction of Hawaiian children is built on mutual involvement in the accomplishment of specific tasks. The rule-statements and verbal directions pervasively used by teachers in public schools are notably absent from Hawaiian child-child interactions. Further research into child-child teaching and learning is planned. (RH)

ED 158 887 PS 010 081

Williams, Doris K.

Correlations Between and Within the Apgar Test, Pre-Kindergarten Assessment and Kindergarten Performance.

Pub Date-Jun 78
Note-52p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Cognitive Development, Correlation, Early Childhood Education, Educational Assessment, Evaluation Criteria, *Kindergarten Children, Longitudinal Studies, Measurement Techniques, *Motor Development, *Neonates, Predictive Ability (Testing), *Predictive Measurement, Predictive Validity, *Preschool Children, Standardized Tests
Identifiers-*Apgar Test

This longitudinal study examined the relationship of the physical-neurological conditions of infants at one minute after birth to mental and motor development at prekindergarten and kindergarten levels. Subjects were 44 children, 16 males and 28 females, born in 1970 in the same hospital. Neonatal physical status one minute after birth was assessed with the Apgar Test (an assessment of heart rate, respiration, muscle tone, reflect activity and color). The Apgar was correlated with pre-kindergarten assessment which is made up of measurements of large muscle activity, skill in drawing circles, squares, and triangles, a score for maturity, the number of body parts drawn and lastly the skill of coloring inside a lined diagram. Development at the kindergarten level was assessed through the Kindergarten Metropolitan Readiness test which includes auditory, visual, language and quantitative concepts. Pearson's Product Moment correlations within and between all three groups of measurements were calculated, as were Canonical correlations on various grouped subtest scores. Overall results indicated that the Apgar and prekindergarten assessment measures which showed a relationship were predominantly motor-neurological, whereas the Kindergarten Metropolitan Readiness components being more cognitive revealed little relationship to the other measures. In addition, when consistent within the motor domain, the Apgar was judged to be a valid measurement of neonatal health states, especially in the case of females. (CM)

ED 158 905 RC 010 630

Quintanilla, Guadalupe
The Little School of the 400''.
Pub Date-Aug 76
Note-24p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Alternative Schools, Basic Vocabulary, Bilingual Education, Educational Alternatives, *Educational History, Educational Programs, *Language Programs, Non English Speaking, Preschool Education, *Program Development, *Spanish Speaking, Special Programs
Identifiers-*Little School of the 400, *Texas

Although some efforts were made since the early 1800s to deal with the education of ethnic minorities, it was not until 1957 that an educational program had an impact on the public school system in Texas. In 1957 the Little School of the 400'' was developed to fulfill the educational needs of Spanish dominant children in Texas. Purpose of the program was to teach 400 basic English words to Spanish dominant children to help them to cope effectively with instruction given in English in the regular public educational system. It also aimed to recognize and reinforce the child's cultural heritage, develop his self-confidence, and encourage parental participation in the educational process. The classes started with one school at Ganado, Texas, and by 1959 there were 13 schools. Some of the schools held summer classes only, others continued throughout the year; but, all had successful children as products. In 1959 the program's success was used as evidence by its supporters to encourage state legislators and educators to endorse the Little Schools''. As a result, House Bill No. 51 emerged. This bill called for the implementation in 1960 of the Preschool Instructional Program for Non-English Speaking Children in Texas. Many of the instructional principles of the Little Schools'' permeated in the program. The educational premises of the Little School of the 400'' also permeated in such programs as the Bilingual Education Program, Head Start, Texas Child Migrant Program, and Title I of the 1965 Elementary and Secondary Act. (NQ)

ED 158 942 RC 010 707

Finley, Cathaleen Thompson, Marian

Choices & Careers; Free to Choose: Being a Special Person - Unit for Adults. Leaders Guide.

Wisconsin Univ., Madison, Univ. Extension.

Spons Agency-Extension Service (DOA), Washington, D.C.

Note-31p.; For related documents see ED 152 446-449 and RC 010 701-7

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Alcoholism, *American Indians, *Career Awareness, *Career Education, *Females, Group Instruction, Health Education, Leaders Guides, Money Management, Nutrition Instruction, Parent Child Relationship, Parent Participation, *Self Actualization, *Teenagers, Tribes

Identifiers-*Career Development Project for Tribal Girls

This leaders' guide is for use in group sessions or individual meetings with parents of girls participating in the Choices & Careers: Free to Choose program. It is based upon units the girls study, including The Outside You,'' Your Money,'' Food and You,'' Alcoholism,'' Coping with Parents,'' and Life Span Planning.'' Each section of the document features learning experiences such as discussions, programs, questionnaires, games, and other activities that are based on specific objectives. These objectives include: (1) helping young girls learn to develop their inner abilities rather than focusing on the external aspects of themselves; (2) learning to manage their financial resources in a reasonable manner; (3) understanding the importance of adequate nutrition; (4) recognizing the signs of alcoholism and understanding how it can be treated; (5) reducing family conflict with a mutual understanding by teenagers and parents of the changes that occur as girls grow up; and (6) helping girls plan for their whole life span. Specific information on developing a positive self concept is also included. (Author/DS)

ED 159 064 SE 024 925

Rankins, William H., III Wilson, David A.

The Solar Energy Notebook.

Pub Date-76

Note-56p.

Available from-Lorien House, P.O. Box 1112, Black Mountain, North Carolina 28711 ($4.00; Discounts on quantity orders)

Document Not Available from EDRS.

Descriptors-Climate Control, *Climatic Factors, Daylight, Energy, *Energy Conservation, Environmental Education, *Guides, *Heating, Interior Space, Meteorology, *Solar Radiation, Tables (Data)

Identifiers-*Energy Education, *Solar Energy

This publication is a handbook for the do-it-yourselfer or anyone else interested in solar space and water heating. Described are methods for calculating sun angles, available energy, heating requirements, and solar heat storage. Also described are collector and system designs with mention of some design problems to avoid. Climatological data for the U.S. included in tables and charts are: (1) normal total heating degree days; (2) design outside temperature; (3) mean daily solar radiation; (4) sunshine percentage of the horizontal value; and (5) mean total hours of sunshine. This publication is ment to present all the necessary information to determine house and water heating with solar energy. From this information it should be possible to design a solar heating system for a home. (MR)

ED 159 088 SO 011 051

Arnoff, Melvin

Rankings of Social Studies Goals and Perceived Achievement in Two School Districts.

Pub Date-25 Nov 77

Note-15p.; Paper presented at Annual Meeting of the National Council for the Social Studies (Cincinnati, Ohio, November 23-26, 1977); Not available in hard copy from EDRS due to poor reproducibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Academic Achievement, Correlation, Curriculum Evaluation, Educational Improvement, *Educational Objectives, *Educational Research, Elementary Secondary Education, *Measurement Instruments, Opinions, Rural Schools, *Social Studies, Suburban Schools, *Teacher Attitudes, Test Reliability

The basics of social studies are ill defined because there is little data available on which social studies goals teachers value and which they feel are best achieved. To obtain this data an instrument was developed in two forms. Form A was composed of 25 goal items from five areas in which social studies goals were commonly espoused: citizenship, history, social sciences, issues, and social studies skills. One hundred two semirural elementary and secondary teachers indicated the degree to which they believed each goal should be achieved and the degree to which they are achieved. Form B contained five additional items under the new category world''. Also, teachers were asked to select from 30 goals the ten most important and the ten least important. Form B was given to 153 upper middle class suburban area teachers. High reliabilities were reported and the instrument was deemed useful in identifying teacher perceptions of social studies goals. The findings indicated general agreement concerning social studies goals identified by semirural secondary and elementary teachers. Both suburban and semirural teachers moderately agreed that what should be taught is taught. (BC)

ED 159 126 SO 011 163

Thomas, Paul F.

Global Education at Streetsville Secondary School.

Ontario Development Education Committee, Toronto.
Pub Date-78
Note-27p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Advanced Students, *Comparative Education, Conflict, Course Content, *Course Descriptions, Developing Nations, Foreign Countries, *Global Approach, Human Geography, *Interdisciplinary Approach, Language Arts, Mathematics, Natural Resources, Population Growth, Sciences, Secondary Education, Social Studies, Units of Study, Urbanization, War, World Affairs, *World Problems
Identifiers-Ontario

In 1973 an innovative, interdisciplinary global studies course was instituted at a secondary school in Ontario. Designed for advanced students at the grade 13 level, the course emphasized science, language arts, and mathematics issues in terms of the world's environmental and social problems. Rationale for the course included an awareness of the growing interdependence of all nations in the world, and the interrelatedness of man, the physical environment, and man-made environment. Course goals included helping students interpret current events and world problems, and instilling appreciation of the reciprocal relationships among global problems such as overpopulation, resource depletion, and political tension. Five broad topics formed the basis of the syllabus: numbers (population), migration and urbanization, man in conflict, global patterns of resource utilization, and the new world. Detailed outlines are presented for each of these topics, as well as a table showing time schedules, resources, and teaching approaches. A list of references identifies 116 books and 39 filmstrips, but the author stresses the importance of using additional core material available in school libraries and new resources which are continually being published. (AV)

ED 159 170 SP 013 072

Goals of Secondary Education as Perceived by Education Consumers. Volume IV, Quantitative Results.

Information Science, Inc., Manhasset, N.Y. Humanic Designs Div.; New Mexico Univ., Albuquerque. Inst. for Social Research and Development.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date- 73

Note-139p.; For related documents, see SP 013 069-072

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors-Academic Achievement, Citizenship, College Preparation, *Data Analysis, Discipline, *Educational Objectives, Moral Values, *Parental Aspiration, *Parent Attitudes, Personal Growth, Secondary Education, *Summative Evaluation, *Teacher Attitudes, Vocational Education

The results of a study to determine attitudes of parents and professional educators toward educational goals for secondary school students are analyzed in this report. The survey was conducted in two communities Albuquerque, New Mexico, and Philadelphia, Pennsylvania. The essential nature of the results is summarized by the following categories: (1) general academic knowledge and the best means of achieving it; (2) personal and social adjustment and maturity; (3) providing knowledge on the need to conform; (4) informed citizenship and understanding of the process of government; (5) college preparation; (6) moral responsibility; and (7) vocational specific training. Five items not directly bearing upon the school's responsibility but included in the opinion questionnaire were family responsibility, physical fitness, consumer role, cultural appreciation, and services and facilities for parents and other members of the community. Tables present the priorities ascribed to each of these categories by parents and professional educators. Comparative tables are presented listing the responses from the two cities, their differences and likenesses, and opinions on how well the educational system is responding to expressed needs. (JD)

Faibisoff, Sylvia G.
Functions and Services of Libraries.
Pub Date-Mar 78
Note-30p.; Paper presented at the Annual Library Systems Conference (Albany, New York, March 1-3, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Libraries, Library Planning, *Library Role, *Library Services

This paper examines the functions and services of public, academic, special, and school libraries; identifies similarities and differences that might exist among them; looks at basic functions and how they relate to the characteristics of the library's clientele; determines to what extent the services have been cost-effective; and explores alternative sources and programs for present services. The shift of libraries from the concept of a library-centered organization to that of a user-oriented organization is emphasized. (Author/JAB)

ED 158 785 IR 006 628

Penman, Brian And Others

Making Television Educational. A Resource Booklet on Utilizing Television in Classrooms.

Ontario Secondary School Teachers' Federation, Toronto.

Pub Date-76

Note-80p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-*Childrens Television, *Curriculum Development, Educational Radio, Educational Strategies, *Educational Television, Elementary Secondary Education, *Evaluation Criteria, *Instructional Design, Sex Stereotypes, *Television Viewing

Identifiers-Ontario Educ Communications Authority (Canada)

This resource book examines the relations between the teacher, the student, and television; provides concrete teaching models which demonstrate breadth and depth in learning through television; indicates that curriculum planning and design which ignores television does so at the expense of a wealth of learning that is best provided through the medium of television; and orients teachers to the innumerable resources of the Ontario Educational Communications Authority (OECA). The key concept is utilization, meaning that television as a medium must be adapted, informed, and shaped by teachers to a useful purpose, namely learning by the young. There are practical suggestions not only for teachers, but also for administrators, audiovisual consultants, and co-ordinators to assist them in planning educational utilization of television. Media violence, sex stereotyping, and cable television are discussed briefly, and a layman's guide to judging television programs for children is provided. (VT)

ED 158 962 SE 024 075

Sinclair, W. A., Comp.

Pesticide Applicator Training Manual, Category 2 - Forest Pest Control. A Training Program for the Certification of Commercial Pesticide Applicators.

Cornell Univ., Ithaca, N.Y. Cooperative Extension Service.
Pub Date-Jan 77
Note-180p.; For related documents, see SE 024 072-077; Photographs may not reproduce well
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-Certification, Entomology, Environment, *Equipment Utilization, *Forestry, *Instructional Materials, Job Skills, *Pesticides, *Post Secondary Education, Safety
Identifiers-*Pests

This manual provides information needed to meet specific standards for certification as a pesticide applicator. Each of the eight chapters deals with a different aspect of pesticide use. Chapter one discusses the problems of use as it relates to safety of humans and the environment. Chapter two is concerned with the identification and diagnosis of insects and disease while the third chapter discusses equipment types and their utilization. The remaining chapters deal with forests and forest crops; forest weeds; forest insects, nematodes and diseases; and bird and mammal pests. (CS)

Safe, Effective Use of Pesticides, A Manual for Commercial Applicators: Ornamental and Turf Pest Control.

Extension Service (DOA), Washington, D.C.; Michigan State Univ., East Lansing. Cooperative Extension Service.
Report No.-MSU-EB-E-1032-3
Pub Date-Dec 76
Note-51p.; For related documents, see SE 024 681-693 and ED 152 516-517
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Agricultural Production, *Certification, *Disease Control, *Instructional Materials, Job Skills, *Pesticides, Post Secondary Education, *Safety
Identifiers-Michigan, Ornamental Plants, *Pest Control

This manual is intended to assist pesticide applicators in the area of ornamental and turf pest control prepare for certification under the Michigan Pesticide Control Act of 1976. The three sections presented describe: (1) Ornamentals; (2) Turfgrass; and (3) Pest Control. Section one discusses the diagnostic chart for plant problems, non-pest injury, disease agents, weeds, insects and mites, and vertebrate pests. Section two discusses disease agents, weeds, insects and vertebrate pests. Section three discusses phytotoxicity, environmental concerns, protecting animals and people, application and area measurements. A list of self-help questions and instructions for completing the questions are presented at the end of each section. (HM)

ED 159 017 SE 024 791

Agrawal, Piyush C. And Others

Metric Education: We Are Getting Ready for the Change. Module on Temperature.

Albany-Schoharie-Schenectady Board of Cooperative Educational Services, Albany, N.Y.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-77

Grant-OE-007700843

Note-9p.; For related documents, see SE 024 788-792; Contains occasional light and broken type

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Activity Units, Elementary Education, *Elementary School Mathematics, Instructional Materials, *Measurement, *Metric System, *Resource Materials, Resource Units, *Temperature

This module is one of five modules on length, area, volume and capacity, mass, and temperature, developed for the use of teachers and teacher-trainer team leaders. Primary and intermediate activities in this booklet concentrate on the concept of temperature with emphasis on metric measurement. The objectives and needed materials for each activity are listed. (MN)

ED 159 149 SP 013 008

Sherman, Pat And Others

NAGWS Basketball Guide, July 1978-July 1979. Official Rules and Interpretations. Officiating.

Spons Agency-American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Girls and Women in Sport.

Pub Date-78

Note-138p.

Available from-AAHPER Publications Sales, 1201 16th St., N.W., Washington, D.C. 20036 ($2.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Athletic Coaches, *Basketball, Physical Education, *Womens Athletics

This handbook presents the up-dated rules and regulations for women's basketball as determined by the National Assocation for Girls and Women in Sport. (JD)

ED 158 615 FL 009 731

Deuchar, Margaret

Sign Language and Integration in the British Deaf Community.

Pub Date-78
Note-17p.; Paper presented at the World Congress of Sociology (9th, Uppsala, Sweden, Aug. 14-19, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Community Relations, *Deaf, Deaf Education, Deaf Research, Dialect Studies, *Diglossia, Finger Spelling, *Language Role, Language Usage, *Language Variation, *Sign Language, *Social Integration, Sociolinguistics, Standard Spoken Usage, Structural Analysis, Total Communication
Identifiers-*British Sign Language, Great Britain

This paper deals with the integrative function of sign language in the British deaf community. Sign language communities exhibit a special case of diglossia in that they exist within a larger, hearing community not necessarily characterized by diglossia itself. British Sign Language includes at least two diglossic varieties, with different integrative functions in relation to the deaf and hearing communities. These varieties, High'' and Low'' (H and L), show a functional distribution parallel to that found in other diglossic communities, and reflect different integrative roles. An analysis of negatives and questions shows that this difference is reflected in the different structures of the two varieties. L's integrative function in the deaf community is reflected in its exploitation of the visual medium, while H's lack of integrative function for either the hearing or the deaf community is reflected in its compromise structure, involving use but not exploitation of the visual medium. (Author/AM)

Characteristics and Attitudes of the Financial Aid Administrator. (A Report on the Survey of the Profession in 1977.)

National Association of Student Financial Aid Administrators, Washington, D.C.

Pub Date-78

Note-201p.; Tables may be marginally legible

Available from-National Association of Student Financial Aid Administrators, 910 17th Street, N.W., Suite 217, Washington, D.C. 20006 ($10.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Administrator Attitudes, Administrator Background, *Administrator Characteristics, Administrator Education, Administrator Qualifications, Higher Education, Literature Reviews, *Management Development, *National Surveys, *Professional Recognition, Questionnaires, Research Projects, Salaries, Status, *Student Financial Aid, Tables (Data)

Identifiers-*Professional Development

Data obtained from a survey of financial aid administrators in institutions of higher education, conducted to document the status of this rapidly expanding profession on a national basis, is organized into seven major sections. They include: (1) basic characteristics, such as age, sex, racial/ethnic background, and educational level; (2) salary levels; (3) attitudes on adequacy of salary, authority, status levels, etc,; (4) office characteristics, such as staff size and responsibility for student employment; (5) external contacts with the U.S. Office of Education, Congress, or state agencies; (6) professional development, discussed in terms of compensation for conferences, course work, or membership in professional association; and (7) research activities. Responses to the survey are presented in bivariate format using the Crosstabs computer system, with each table including the number of respondents and percentages. Each series of tables is accompanied by a narrative that highlights some of the findings. The first appendix reports the salaries of financial aid directors by institutional type, control, size, and geographic area. The second and third appendices contain copies of the 1974 and 1977 survey questionnaires. A brief review of earlier research is included in the preface. (JMD)

ED 158 675 HE 010 389

Maryland State Board for Higher Education. Report of the Finance Committee.

Maryland State Board for Higher Education, Annapolis.
Pub Date-Dec 76
Note-50p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Community Colleges, *Educational Finance, Estimated Costs, *Financial Support, Higher Education, *Nonpublic School Aid, Private Colleges, *State Aid, *State Colleges, Statewide Planning, *Student Loan Programs
Identifiers-*Maryland

An examination of financing in higher education in Maryland concerned three major areas: equity in state financing among public institutions, state financing of private colleges and universities, and state capitalized loan projects. An assessment of the financial needs of public higher education over the next five years indicated that almost 70 percent more money will be needed by fiscal year (FY) 1978 in order to operate at approximately the same level as during FY 1977. Two essential questions were considered: whether the funds to cover these increased costs should originate with the state or the student and how the state's contribution to public higher education should be distributed among the public institutions to meet their needs and maintain equity of funding. The current and projected financial condition of 15 private schools was investigated, and the direct grant program was found to be the preferable method of financing. It was recommended that general fund support be increased to private institutions. A process for reviewing capital projects for private schools and a contract system for reserving spaces for students at private colleges were recommended. A $5 million state capitilized student loan program was recommended that would serve as a lender of last resort'' to students who have tried unsuccessfully to obtain loans through commercial lenders. Included in the appendices is the final report of the Task Force to Study Community College Funding. (SW)

ED 158 695 HE 010 440

Bieschke, Suzanne M. And Others

Dropout/Stopout Students at the University of California, San Diego, Winter 1977 to Fall 1977.

California Univ., San Diego. Office of the Associate Vice Chancellor Planning, Analytical Studies.

Pub Date-Aug 78
Note-24p.
Available from-Office of the Associate Vice Chancellor-Planning, University of California at San Diego, La Jolla, CA 92093
EDRS Price MF-$0.83 HC-$1.07 Plus Postage.
Descriptors-Career Awareness, Changing Attitudes, College Role, *Decision Making, Dropout Characteristics, Dropout Prevention, Dropout Rate, *Dropout Research, *Dropouts, Higher Education, Institutional Research, Persistence, Research Projects, School Holding Power, School Surveys, *State Universities, *Student College Relationship, Student Personnel Services, Student Responsibility
Identifiers-*Stop Outs, University of California San Diego

Approximately 1,000 dropout/stopout (DOSO) students from the University of California at San Diego were surveyed in January 1978 to determine their demographic characteristics and the factors influencing their decision to dropout/stopout. The population consisted of students enrolled in winter or spring of 1977 but who did not receive degrees and did not return in fall 1977. The results suggest that efforts to decrease the DOSO rate should concentrate in three areas: (1) festering positive attitudes among all university community members to improve social life, a communal or familial atmosphere; (2) informing students of available services, academic options, and career options, and stressing the student's reponsibility to learn of and choose among his options; and (3) developing broader course offerings within existing departments and programs. (MSE)

ED 158 716 IR 006 126

Smith, Ledell B.

Special Library Project, Louisiana Training Institute, Baton Rouge, Louisiana.

Louisiana Training Inst., Baton Rouge.
Spons Agency-Louisiana State Library, Baton Rouge.
Pub Date-78
Note-71p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Attitudes, *Delinquents, *Institution Libraries, Library Materials, *Library Programs, Library Services, *Program Descriptions, Program Evaluation, *Use Studies

The Scenic High School Special Library Project was a six month pilot program of planning and conducting library related programs and services for Levels II and III juveniles of the Louisiana Training Institute. Its purposes were to identify library materials and activities having significant appeal for juveniles, to encourage better use of the institution library with sufficient effectiveness to invite use of the community library upon release, and to evaluate the effect of such a program on the use of the institution library. From observations of the students' reading interests, information gathered during "rap" sessions, and responses made to a library attitude survey, 449 paperback books were purchased for reading. Other activities and programs included poster and filmstrip design, writing contests, viewing feature films, and field trips off-campus; evaluation sheets were completed by the students after each program or activity to measure their reactions. To determine whether active and interesting programming, new materials, and equipment could modify their attitude towards libraries, a survey form was constructed and distributed during the first four weeks of the program and at the end; results indicated that the program was successful in changing student attitudes. A descriptive evaluation by the program's director is also included. New releases, an outline of program activities, comments from students and staff who participated in the program, a copy of the library survey, and a detailed listing of project expenditures are appended. (Author/JPF)

Slark, Julie

Longitudinal Study of Student Flow and Persistence. Report on Second Phase.

Santa Ana Coll., Calif.

Pub Date-Sep 78

Note-42p.; For a related document see JC 780 147; Best copy available

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Cohort Analysis, Community Colleges, Demography, Dropout Characteristics, Females, Institutional Research, *Junior Colleges, Junior College Students, *Longitudinal Studies, Males, Participant Satisfaction, Part Time Students, *Persistence, Questionnaires, School Surveys, Socioeconomic Background, *Student Characteristics, Student Employment, Student Mobility, Transfer Students

Identifiers-Student Flow, Student Objectives

A longitudinal study of student flow and persistence was implemented at Santa Ana College to provide student demographic data, student evaluation of the college's services, student follow-up data, and further insight into attrition/retention factors. In the fall of 1977 a sample of 629 new students (described in the first phase report) was selected; the following spring, the sample was divided into two groups: those who returned for the spring 1978 semester (344) and those who did not return (285). Questionnaires were sent to both groups to determine outcomes data for non-returning students and differences between the two groups with regard to their characteristics, and evaluation of the college and their experiences. Preliminary findings indicated that 58% of the male students, 50.9% of the females, over 60% of those under 20 years of age, 82% of students carrying 16 or more units and 74% of transfer program students persisted. Both returning and non-returning students generally rated their experiences at the college as above average'' and excellent''. Non-returning students typically reported that work-related reasons caused the interruption in their attendance. An appendix contains sample questionnaires and a collection of comments written by respondents in the non-returning student questionnaire. (Author/MB)

ED 158 846 PS 009 549

Omori, Sharon And Others

Research Disclosure Procedures for the Kamehameha Early Education Project. Technical Report #21.

Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.

Spons Agency-California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.

Pub Date- 74

Note-16p.; For related documents, see PS 009 533-548 and PS 009 550-573

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Demonstration Programs, *Disclosure, Early Childhood Education, *Ethics, Hawaiians, Information Dissemination, *Parent School Relationship, *Research Methodology, *School Responsibility

Identifiers-Hawaii, *Kamehameha Early Education Program

This report describes research disclosure procedures and materials developed for the Kamehameha Early Education Program (KEEP) to fulfill the informed consent principle of the ethical guidelines of the American Psychological Association. A requirement for registration of children in the program is that parents attend one of two disclosure meetings. Written announcements of the meetings are mailed to parents and followed up by telephone. At the meetings, parents and staff discuss topics generated by a Parent Information Sheet'' which emphasizes the research activities of the project. A 10-minute videotaped film of representative research activities is shown, and parents visit some of the research settings in the facility. Parents may also attend a Parent Observation Day to observe their children in the research settings. These procedures are followed individually for parents of children recruited subsequent to the group presentations. No parent has refused to enroll a child because of objections to research activities. The following forms are used: Parent Information Sheet, Request for Registration, Verification of Attendance at Parent Information Sheet, Consent to Participation in the Kamehameha Early Education Program. (RH)

ED 159 108 SO 011 122

Dance: A Guide for Idaho Public Schools, Grades K-12.

Idaho State Dept. of Education, Boise. Div. of Instructional Improvement.

Pub Date-May 78

Note-101p.; Not available in hard copy from EDRS due to colored paper in much of the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Ballet, Behavioral Objectives, *Class Activities, Classroom Design, Cognitive Objectives, Creative Activities, Curriculum Guides, *Dance, Dramatics, *Educational Objectives, *Educational Resources, Elementary Secondary Education, Facility Requirements, Fine Arts, Folk Culture, Handicapped Students, Health Activities, *Interdisciplinary Approach, Language Arts, Mathematics, Movement Education, Music Activities, *Program Development, Resource Guides, Science Activities, Self Expression, Social Studies, Theater Arts

The guide presents a rationale, objectives, activities, and resource lists for incorporating dance into elementary and secondary curricula. Dance gives students an opportunity for creativity and self-expression, even if they are physically or mentally handicapped. Types of dance include creative, folk, square, ballet, modern, jazz, tap, and musical comedy. Objectives of a dance program should include development of movement memory, flexibility, and coordination; recognition of styles of dance; understanding of historical and cultural perspectives of dance; attendance at live dance performances; and performance in front of peers. A major portion of the guide suggests specific dance activities in the following subject areas: art, health/science, language arts, math, music, and social studies. For example, in a science class about the solar system, the positions of the sun, planets, and moons may be danced out demonstrating the difference between rotation and revolution. The resource section presents a bibliography of books, records, and films for each type of dance, the history of dance, and dance for handicapped students. The appendix identifies sources of dance wear and records, specifications for facilities (floor construction, air circulation, and storage space), and options for careers in the field of dance. (AV)

ED 158 636 HE 010 301

Packard, Sandra

Tottering on the Brink. The Future of Women Art Faculty in Higher Education.

Pub Date-Jan 78

Note-23p.; Reprinted from the National Council of Art Administrators Report, 1976''

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Affirmative Action, *Art Teachers, *College Faculty, *Employment Opportunities, *Equal Opportunities (Jobs), Females, Feminism, Higher Education, Salary Differentials, *Sex Discrimination, Teacher Promotion, Tenure, *Women Professors

Current trends and forces that may deter the future of women art faculty in higher education were examined. Women have been acquiring the necessary credentials for employment and promotion in art departments, but they are balanced between a future of full participation in academe and a decline to tokenism. Women constitute over 50 percent of the undergraduate art majors, but the percentage of women in art faculties has been declining to a low of 19.5 percent in 1974, and the status of women in art administration is even lower. Hiring, promotion, tenure, and salary differentials have been discriminatory against women. Women are not fairly represented on art studies, art education, or art history faculties. Lack of visibility in exhibitions, publications, and on college faculties has made it difficult for women to present themselves as serious artists and teachers. The influence of the women's movement on attitudes and social change, laws which prohibit discrimination in education and employment, and affirmative action programs are discussed. (SW)

Poorman, Margaret J. Fleckenstein, Randall C.
Identification of Competencies and Implementation of Pilot Programs to Realize Goals in Vocational Education, 1975-1978. Final Report.
Kirkwood Community Coll., Cedar Rapids, Iowa.
Spons Agency-Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Pub Date-30 Jun 78
Grant-G007502365
Note-140p.; Parts may be marginally legible due to print quality of original
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Community Colleges, *Curriculum Development, *Developmental Programs, Developmental Reading, *Junior Colleges, Participant Satisfaction, *Performance Based Education, Program Evaluation, Remedial Mathematics, Student Placement, *Vocational Education
Identifiers-Fund for Improvement of Postsecondary Education

Kirkwood Community College, with an enrollment of 4,200 full-time students, received Fund for the Improvement of Post Secondary Education (FIPSE) funds to address the problems of (1) the lock step nature of most of its occupational programs, (2) an attrition rate of approximately 15%, (3) once-a-year placement of graduates, (4) employer and graduates' dissatisfaction with the human relations and problem solving skills of former students, and (5) insufficient use of the expertise of the business and industrial community in the design and evaluation of occupational programs. A program was created to develop a competency-based curriculum in six vocational-technical programs and to establish a developmental math and reading program. The three-year project alleviated and in most cases solved four of the five problems addressed. The only problem seemingly not affected was the attrition rate of students. The instructional and developmental programs were found enjoyable and beneficial by students; placement and employer satisfaction with graduates was higher; and business and industry became more involved in the educational process. An appendix includes evaluation modules, survey instruments and results, and lists of materials. (MB)

Kline, Jim
Inglemoor High School Curriculum Guide for Outdoor Recreation & Outdoor Education.
Northshore School District 417, Bothell, Wash.
Pub Date-Mar 73
Note-57p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Activities, Agencies, Archery, Conservation Education, *Curriculum Guides, Ecology, Educational Objectives, Educational Resources, Field Experience Programs, Organizations (Groups), Orienteering, *Outdoor Education, *Recreation, Safety Education, *Secondary Education, Units of Study
Identifiers-*Fishing, *Hunting, Survival Skills

Descriptions of 12-week courses in hunting and fishing and in outdoor activities for male and female students at Inglemoor High School in Bothell, Washington, are presented in this curriculum guide for outdoor education and recreation. Offering both classroom and field experience, each of the two courses meets 55 minutes daily; recommended class size is 28. The guide is organized by course units, with each unit listing its specific goals, objectives, activities, materials, and time needed for the unit. Main objectives of the hunting and fishing course are to develop skills and educate students in safety procedures, conservation practices, and ecological relationships. Unit headings include: relationship of hunting to ecology, conservation, and man; hunter, boating, firearm, and fishing safety; marksmanship; hunting methods, equipment; hunting and fishing regulations; preparation, care, and use of game meats, fish; governmental agencies, sportsmen clubs; archery; methods, types of game fishing; making rods, lures, fly tying; map and compass; survival education/emergency preparedness. The outdoor activities course has units on outdoor experience and man, backpacking, map and compass, survival education/emergency preparedness, sailing, recreational shooting, and archery. The guide also provides a resource directory and bibliography. (RS)

ED 158 924 RC 010 676

Pinkau, Irene

Service for Development: An Evaluation of Development Services and Their Cooperative Relationships, Volume I.

Charles F. Kettering Foundation, Dayton, Ohio.

Pub Date-78

Note-624p.; For related documents see RC 010 677-678; Commissioned by German Volunteer Service; German Ministry of Economic Cooperation; US ACTION/Peace Corps; US Agency for International Development; International Secretariat for Volunteer Service, Switzerland

Available from-Society for International Development, 1346 Connecticut Avenue, N.W., Washington, D.C. 20036 ($10.00 per three volume set)

Document Not Available from EDRS.

Descriptors-*Change Strategies, *Citizen Participation, Developed Nations, Developing Nations, Developmental Programs, *Education, *Employment, Foreign Countries, Global Approach, International Programs, Objectives, Performance, *Program Evaluation, Rural Areas, Technical Assistance, Voluntary Agencies, *Volunteers

Identifiers-*Development Services

To evaluate the current societal role of voluntary and/or obligatory development services and their potential both at home and for global cooperative relationships, data from field surveys, institutional inventories, and individual interviews were analyzed from both developed and developing countries to classify major development service types, assess categories through individual case studies, discuss major policy issues affecting performance and cooperative relationships, and analyze international relationships. Case studies from Asia, Africa, Latin America, Europe, the U.S., Canada, and the United Nations filled categories of training and employment schemes, study services, social and technical development services, and foreign volunteer services. For each, program inputs and tasks were assessed, success factors discussed, problem areas and achievements identified, and performance indicators determined. Three priority policy issues emerged as requiring specific attention: recurrent development education, employment-orientation, and citizen participation as a mobilization process, with recommendations for each. It was found that development services move through stages of no cooperation, foreign assistance, partnership cooperation. Future relationships should enhance self-development through equal partnership. Other volumes describe services and summarize the study. (RS)

ED 158 943 RC 010 708

Finley, Cathaleen Thompson, Marian

Choices & Careers; Free to Choose: Being a Special Person.

Wisconsin Univ., Madison, Univ. Extension.

Spons Agency-Extension Service (DOA), Washington, D.C.

Note-27p.; For related documents see ED 152 446-449 and RC 010 701-709

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Alcoholism, *American Indians, *Career Awareness, *Career Education, *Females, Group Instruction, Health Education, Nutrition Instruction, Parent Child Relationship, Parent Participation, *Self Actualization, *Teenagers, Tribes

Identifiers-*Career Development Project for Tribal Girls, Traditional Foods

The Being a Special Person'' segment of the Choices and Careers: Free to Choose program is based upon five areas of study; this document features summaries of the information in those five units along with the basic aims of each unit. The Outside You'' unit focuses on being natural and the importance of good health habits. Your Money'' seeks to help girls understand their income and plan effective ways to manage it. Food and You'' stresses the need for adequate nutrition with special descriptions given to kinds and names of traditional Indian food. Alcoholism'' seeks to create an awareness of the signs and dangers of teenage alcoholism and to cite its effects on the individual, marriage, and family life. Coping With Parents'' deals with some of the causes of parent-child conflict. Life Span Planning'' enumerates steps taken to help girls become aware of the need to plan what they want to do with their lives. An activities section and Things to Do With Your Daughter'' lists discussion topics, games, and other activities parents might use to help their daughters understand the concepts explored in these units. (DS)

ED 158 991 SE 024 686

Safe Effective Use of Pesticides, A Manual for Commercial Applicators: Aquatic Pest Control.

Extension Service (DOA), Washington, D.C.; Michigan State Univ., East Lansing. Cooperative Extension Service.
Report No.-MSU-EB-E-1032-5
Pub Date-Dec 76
Note-61p.; For related documents, see SE 024 681-693 and ED 152 516-517; Contains occasional light and broken type
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Agricultural Production, *Certification, *Disease Control, Environmental Criteria, *Instructional Materials, *Pesticides, Post Secondary Education, *Safety
Identifiers-Aquatic Pest Control, Michigan, *Pest Control

This manual is intended to assist pesticide applicators in the area of aquatic pest control meet the requirements of the Michigan Department of Agriculture for certification. The Environmental Protection Agency (EPA) Aquatic Pest Control Guide served as a basis for this manual. The six sections presented describe: (1) Aquatic pest control; (2) Plant management; (3) Vertebrate management; (4) Invertebrate management; (5) Swimming pools; and (6) Environmental considerations and restrictions. A list of self-help questions and instructions for completing the questions are presented at the end of each section. At the end of this publication, units and conversion equivalents, formulas for herbicide application to channels, and formulas for herbicide application to ponds or lakes are presented. (HM)

ED 159 042 SE 024 876

Jones, John Dalton, Edward
The Energy and Environment Glossary, 1977.
Energy and Man's Environment Inc., Portland.
Pub Date-77
Note-50p.
Available from-Energy and Man's Envrionment, 0224 S.W. Hamilton, Suite 301, Portland, Oregon 97201 ($4.00)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Definitions, Elementary Science, *Elementary Secondary Education, *Energy Conservation, *Environmental Education, *Glossaries, Junior High Schools, Pollution, Science Education
Identifiers-*Energy Education

This is a glossary of words that commonly appear in energy education and environmental education materials. With over 750 words ranging from abatement'' to zooplankton'' this publication includes some uncommon terms such as anadromous,'' film badge,'' putrescible,'' and tritium.'' Space is provided after each alphabetical section for the addition of words not included in the publication. This publication seems to have been written for use by upper elementary and junior high school students. The definitions are non-technical and, where appropriate, include comments on how the term relates to environmental issues. This glossary should also be useful to teachers. (MR)

ED 159 065 SE 024 933

Wert, Jonathan M. Worthington, Barry K.
Selected Energy Management Options for Small Business and Local Government.
Pub Date-78
Note-36p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Building Operation, *Business Administration, *Check Lists, Climate Control, Conservation (Environment), Energy, *Energy Conservation, Environmental Education, *Local Government, *Office Management
Identifiers-*Energy Education

This document is a checklist of 257 energy management options for small business and local government. The energy management options are categorized under: (1) Energy management strategies; (2) Buildings; (3) Lighting; (4) Water; (5) Waste operations; (6) Equipment; (7) Transportation; and (8) Food preparation. To select options for implementation, the yes'' or no'' options were given; then for each yes'' option the degree of implementation (never, sometimes, always) was to be checked. In this way a simple energy audit could be done. Energy management options range from Appoint an energy management coordinator'' and Alter employee scheduling for increased energy efficiency'' to Use humidifiers to regulate moisture level'' and Walk instead of drive.'' The introduction and the footnotes to specific options point out possible safety, legal, or cost considerations that small businessmen and local government officials should be aware of. Several references are also given. (MR)

Selected Bibliography of Arab Educational Materials, Vol. 1.
Al-Ahram Center for Scientific Translations, Cairo (Egypt).; Documentation Centre for Education, Cairo (Egypt).
Spons Agency-National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-126p.; Not available in hard copy from EDRS due to poor reproducibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Annotated Bibliographies, *Arabs, Art Education, Audiovisual Aids, *Comparative Education, Curriculum Development, *Developing Nations, Early Childhood Education, Educational Needs, Educational Objectives, Educational Practice, Elementary Secondary Education, Higher Education, Illiteracy, Language Instruction, Mathematics Education, *Nonwestern Civilization, Resource Materials, Special Education, Teaching Methods, Vocational Education, Womens Education

One hundred fifty-four English language annotations of books, articles, and government publications about education in 11 Arab countries are contained in this bibliography. Drawing from materials published in 1976, the bibliography examines education for all age groups and ability levels in Egypt, Bahrain, Iraq, Jordan, Kuwait, Oman, Qatar, Saudi Arabia, Sudan, Syria, and Yemen. The material is presented under 77 topic headings, including aims of studying in Arab countries, art education, curriculum development, education and economic development, educational experimentation, illiteracy, mathematics, guidance and counseling, school dramatics, and teaching methods. Lists of items by country, authors, and sources conclude the document. (Author/DB)

ED 159 150 SP 013 009

Rasmus, Carolyn J., Ed. Fowler, John, Ed.
Movement Activities for Places and Spaces.
American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Dance Association.
Pub Date-77
Note-49p.
Available from-AAHPER Publications Sales, 1201 16th Street, N.W., Washington, D.C. 20036 ($2.75)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Classroom Games, Elementary Education, Exercise (Physiology), *Motor Development, *Movement Education, Physical Activities, *Physical Education, Psychomotor Skills, Teacher Developed Materials, Teaching Methods

This manual is for the use of elementary school teachers. It presents a systematic approach to teaching movement and ways of teaching physical education activities in the classroom rather than in a gymnasium or out-of-doors. Activity games that will help children develop flexibility, motor skills, and a sense of space and cooperation with others are described. A section is included that gives instructions on how to make simple equipment for classroom games. (JD)

Holley, Freda M.

Comparing Scores on the California Achievement Test (CAT) to Scores on the Sequential Test of Educational Progress (STEP).

Austin Independent School District, Tex. Office of Research and Evaluation.
Pub Date-Jul 76
Note-14p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Academic Achievement, *Achievement Tests, *Comparative Analysis, Curriculum, Elementary Secondary Education, *Equated Scores, *Item Analysis, Mathematics, National Norms, Performance Factors, Reading Tests, *Testing Problems, Test Interpretation, Test Items, Test Validity
Identifiers-Austin Independent School District TX, *California Achievement Tests, Minimum Competency Testing, *Sequential Tests of Educational Progress

To explain the discrepancy between median scores on the 1976 administration of the California Achievement Tests (CAT) and the Sequential Tests of Educational Progress (STEP) in the Austin Independent School District (AISD), ten technical variables typical of achievement tests were considered as explanations. (1) The STEP may measure different skills than the CAT. (2) Norm groups may differ. (3) The STEP may not measure what the high schools are teaching. (4) Curriculum sequencing of AISD high schools may not conform to that of the norm group. (5) Cross-level curriculum planning between elementary, junior high, and senior high levels may not be coordinated. (6) The AISD population may differ from the national population and hence from the norms. (7) Test familiarity may play a role in score differences. (8) The STEP is a more difficult test than the CAT. (9) The time of year of the administration may have depressed STEP scores. (10) Administration procedures differed from those used in the norming study. Of the ten variables considered, all but number 3 and possibly number 4 were accepted as possible explanations for the score differences. A further comparison was made between the CAT, STEP, and the CTB/McGraw Hill Proficiency and Review Tests for Reading and Numerical Proficiency. (CP)

ED 158 739 IR 006 289

Baker, Leigh R., Comp.
Librarianship in Papua New Guinea: A Checklist, 1961-1977.
Pub Date-77
Note-10p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Bibliographies, Checklists, Developing Nations, *Libraries, *Library Science, Periodicals, Reports
Identifiers-*New Guinea

This checklist brings together the bulk of the materials relating to libraries and librarianship in Papua New Guinea, including several that have not been identified previously. The 121 citations for papers, reports, and periodical articles published between 1961 and 1977 are listed in chronological order. Excluded are newspaper reports, official government gazette entries, and estimates and budget documents. (Author/MBR)

ED 158 762 IR 006 364

Lane, Rodney P.

Governance and Financing of Libraries in New York State.

Pub Date-Mar 78
Note-25p.; Paper presented at the Annual Library Systems Conference (Albany, New York, March 1-3, 1978) ; Some pages may be marginally legible
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Financial Support, *Government Role, Libraries, *Library Administration, *Public Libraries
Identifiers-New York

This overview of library finance issues examines governance issues at the state level, the nature of state enabling legislation, the organizational framework at the state level, state-local relationships, constituency characteristics and requirements, and governance characteristics at the local and regional levels, as well as the need for improved balance in funding for the public library and subsidy mechanisms used in library support systems. A national study designed to explore and recommend possible linkages in the various state funding streams, policies, and mechanisms in support of all types of libraries is strongly recommended. (JAB)

ED 158 888 PS 010 083

Woodhead, Martin

Co-operation Between Parents, Pre-School and the Community.

Council of Europe, Strasbourg (France). Committee for General and Technical Education.
Pub Date-77
Note-41p.
Available from-Manhattan Publishing Company, 225 Lafayette Street, New York, New York 10012 (Paper, $3.00, plus $0.80 shipping)
Document Not Available from EDRS.
Descriptors-Case Studies, Cooperative Planning, *Curriculum Planning, Early Experience, *Educational Objectives, Foreign Countries, Parent Participation, Parent Role, Parent School Relationship, *Parent Teacher Cooperation, *Preschool Education, *School Community Cooperation, School Environment, Teacher Role

This paper draws on four case studies of different aspects of cooperation between preschool educators, parents and the community, to assert that families, schools and the community should work together in the interests of their children's education. Ways in which discontinuities between home, school and the community can be overcome are suggested. The first section presents a theoretical rationale for cooperation between parents, preschool and the community, and specifies educational principles based on this rationale. Later sections examine in detail the implications of this cooperative perspective for preschool organization, curriculum planning, and the role of parents and teachers in the education of young children. In conclusion, facets of successful cooperation at the preschool level and the long term benefits of such cooperation are briefly discussed. (Author/CM)

ED 158 963 SE 024 076

Zuchorski, Edward, Jr., Ed.

Pesticide Applicator Training Manual, Category 3 - Ornamentals and Turf for New York State. A Training Program for the Certification of Commercial Pesticide Applicators.

Cornell Univ., Ithaca, N.Y. Cooperative Extension Service.

Pub Date-Jun 76

Note-189p.; For related documents, see SE 024 072-077; Photographs may not reproduce well

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors-Certification, Entomology, *Environment, *Equipment Utilization, *Instructional Materials, Job Skills, *Ornamental Horticulture, *Pesticides, *Post Secondary Education, Safety, Turf Management

Identifiers-Pests

This manual provides information needed to meet specific standards for certification as a pesticide applicator. Each of the eight chapters deals with a different aspect of pesticide use. Chapter one discusses the problems of use as it relates to safety of humans and the environment. Chapter two is concerned with the identification and diagnosis of insects and disease while the third chapter discusses equipment types and their utilization. The remaining chapters deal with insects, diseases and weeds of turf and ornamentals. (CS)

ED 159 018 SE 024 792

Agrawal, Piyush C. And Others
Metric Education: We Are Getting Ready for the Change. Module on Volume and Capacity.
Albany-Schoharie-Schenectady Board of Cooperative Educational Services, Albany, N.Y.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-77
Grant-OE-007700843
Note-13p.; For related documents, see SE 024 788-791; Contains occasional light and broken type
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Activity Units, Elementary Education, *Elementary School Mathematics, *Instructional Materials, *Measurement, *Metric System, *Resource Materials, Resource Units
Identifiers-Capacity, *Volume

This module is one of five modules on length, area, volume and capacity, mass, and temperature, developed for the use of teachers and teacher-trainer team leaders. Primary and intermediate activities in this booklet concentrate on the concepts of volume and capacity with emphasis on metric measurement. The objectives and needed materials for each activity are listed. (MN)

ED 159 089 SO 011 061

Report of the Public Hearings on the Status of Women in Education in Santa Clara County.

Santa Clara County Commission on the Status of Women, Calif.
Pub Date-Aug 76
Note-36p.; Copyrighted newspaper articles on pages 29-32 have been removed by ERIC; They are not included in the pagination
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Civil Rights, Educational History, Equal Education, Federal Legislation, Females, *Feminism, Salary Differentials, *Sex Discrimination, Sex Stereotypes, *Social Discrimination, State Legislation, Textbook Bias, Womens Education, Women Teachers

The report is the result of public hearings conducted in 1975, in Santa Clara County, California, to study the conditions which demonstrate sex discrimination or prejudice in educational institutions. The purposes of the hearings were to provide public awareness of specific instances of sex bias in education and to determine the extent to which such sex discrimination exists in the schools of Santa Clara County. The report is divided into four parts. Part I describes the history of federal and state legislation affecting sex discrimination in education. Part II provides a brief explanation of the efforts made by the hearing panel to involve the public in the examination of conditions relating to sex discrimination in the schools of the county. Part III is a synopsis of the testimony presented to the hearing panel and part IV is a series of recommendations made by the hearing panel to eliminate the conditions relating to sex discrimination in the schools. Also included are several charts depicting the wage differential between male and female educational personnel in the county. (Author/PM)

ED 159 171 SP 013 074

Public School Professional Personnel Report: New York State 1977-78.
New York State Education Dept., Albany. Information Center on Education.
Pub Date-Jun 78
Note-34p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Administrative Personnel, *Elementary Schools, Public Schools, *Public School Teachers, School Personnel, *Secondary Schools, *State Surveys

Information in this report is based on data submitted by all public elementary and secondary schools in the state of New York. The statistics number of positions, salary, degree status, experience, age, sex, and certification status are detailed for all nonteaching and teaching professional positions within professional field and for public school teachers within geographic region. A trend table is included showing selected characteristics for public school teachers over the five-year period from 1973-74 to 1977-78. (Author/JD)

Bibliographie Moderner Fremdsprachenunterricht (A Bibliography of Modern Foreign Language Instruction). Vol. 9, No. 2.

Informationszentrum fuer Fremdsprachenforschung, Marburg (West Germany).
Pub Date-78
Note-131p.
Available from-Max Hueber Verlag, 8045 Ismaning bei Munchen, Krausstrasse 30, Germany (15 German Marks)
Language-German
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Abstracts, *Annotated Bibliographies, Audiovisual Aids, English (Second Language), *German, Information Systems, *Language Instruction, *Language Research, Linguistics, *Modern Languages, *Reference Materials, Research Tools, Resource Materials, Second Language Learning, Teaching Methods

This annotated bibliography on the teaching of modern foreign languages is the product of a West German information dissemination system that is similar to ERIC. The bibliography is published quarterly and lists items compiled in conjunction with the ERIC Clearinghouse on Languages and Linguistics as well as with a number of institutions all over the world. Most of the 250 items in this issue appeared in 1977 and 1978, but some are dated earlier. Although the items deal primarily with modern language instruction, several other areas of linguistics are considered. The entries include mostly German, English, French and Russian titles. The publication is composed of three main sections: (1) an alphabetical author/title listing of items, including full bibliographic citations and subject index terms; (2) abstracts of the items in German; and (3) a subject index developed from the descriptor terms assigned to each entry. These three main sections are preceded by directions on the use of the bibliography and lists of sources cited periodicals, publishers and institutions. The publication concludes with a cross-reference index of author/title to entry number. (AM)

ED 158 786 IR 006 759

Langdon, Danny G., Ed.
The Instructional Design Library.
Educational Technology Publications, Englewood Cliffs, N.J.
Pub Date-78
Note-1,735p.
Available from-Educational Technology Publications, 140 Sylvan Ave., Englewood Cliffs, New Jersey 07632; Volumes are available individually at $7.95 each, or as a set of 20 with an introductory booklet for $139.95
Document Not Available from EDRS.
Descriptors-Algorithms, Audiovisual Instruction, Autoinstructional Aids, *Curriculum Design, *Educational Games, Educational Technology, Individual Instruction, *Individualized Instruction, *Instructional Design, *Lesson Plans, Performance Contracts, Programed Instruction, Simulation, Study Guides, Training, *Tutoring

This series of 20 books by 21 contributing authors begins to incorporate in one place descriptions of the various instructional design formats and strategies which have been tried and tested with students. Each instructional design is described within a common layout of six basic sections to make it easier to locate the corresponding information about other designs having similar applications. Each volume includes the following: a general account of use; an overview of the operational features of the design; specifics on the parts with examples of the design; outcomes it can produce; how one generally goes about developing the instructional design; and a listing of additional resources where further information is available. Volume titles indicate the format presented; and The Adjunct Study Guide; Algorithms; The Audio-Tutorial System; Audiovisual Training Modules; The Audio-Workbook; Backward Chaining; The Construct Lesson Plan; Grouprograms; The Guided Design Approach; Individually Responsive Instruction; Inquiry ILPs; Instructional Simulation Games; The Personalized System of Instruction; Programmed Instruction; Project ILPs; Session Plans; Student Contracts; The Teaching-Learning Unit; The Token Economy System; and Tutoraids. (VT)

ED 158 867 PS 009 570

Ciborowski, Tom Price-Williams, D.

An Embedded Items Investigation of Hawaiian Children's Memory.

Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.

Spons Agency-California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.

Pub Date- 74

Note-10p.; For related documents, see PS 009 533-569 and PS 009 571-573

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Age Differences, *Demonstration Programs, Early Childhood Education, Educational Improvement, *Elementary School Students, *Hawaiians, *Pidgins, *Recall (Psychological), Research, *Rural Urban Differences

Identifiers-Hawaii, *Kamehameha Early Education Program

This study investigated the influence of Pidgin versus Standard English on the mnemonic skills of a group of rural Hawaiian school children and compared the recall performance of rural and urban Hawaiian children. An embedded items free recall story task was administered to a group of 30 rural Hawaiian children. Half of the children were tested in Pidgin (Hawaiian Islands Dialect). Analysis revealed no significant dialect related effects. Analysis also revealed that the older children recalled significantly more items than the younger children. The major finding of the present study, however, was the overall recall performance of the rural Hawaiian children. Their performance compared favorably with the performance of a group of urban Hawaiian children as reported in earlier research. (Author/JMB)

ED 158 637 HE 010 303

Peters, Patricia Martin

Changes in Federal R&D Funding Patterns to Higher Education: Emerging Factors That Challenge State and Institutional Intervention.

Pub Date-May 78

Note-24p.; Best copy available

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Federal Aid, Federal Regulation, Financial Support, Foundation Programs, *Government School Relationship, *Higher Education, *Institutional Research, Private Financial Support, *Research and Development Centers, Research Needs, *Research Opportunities, State Aid

Identifiers-Applied Research, *Basic Research

Although the Federal government is presently the major sponsor of research and development (R&D) in the United States, in recent years the level of funding once obligated to basic research has declined. Academic institutions have increasingly relied on other sources of support for R&D because of a decline in the growth rate of federal, state, and local funds. A chart on 1976 federal R&D obligation by function indicates that although colleges and universities received 12 percent of the total federal R&D obligations, functionally R&D dollars are not translated to schools. Another chart on federal obligations by agency in 1975 shows that the top institutions receive more funds from a variety of agency-sources while other institutions receive funding almost exclusively from the Federal government. Federal R&D dollars appear to be distributed in an equitable manner to different types of schools. A large portion of R&D dollars in the United States is spent on applied research. There are a number of questions which should be addressed concerning the mechanism of allocations as related to federal/state problems of equity, and the problems of state and federal coordination as related to the ability of higher educational institutions to control their R&D programs. (SW)

ED 158 676 HE 010 390

Eckstrom, Ruth B. And Others
How to Get College Credit for What You Have Learned as a Homemaker and Volunteer.
Educational Testing Service, Princeton, N.J.
Spons Agency-Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Pub Date-77
Note-214p.
Available from-Educational Testing Service, Princeton, N.J. 08540 ($3.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*College Credits, Directories, *Equivalency Tests, *Experiential Learning, Females, Guides, Higher Education, *Homemaking Skills, *Housewives, Self Evaluation, *Volunteers, Womens Education, Workbooks
Identifiers-Educational Brokering

This is a book to help women who are thinking about entering or returning to college after spending several years as housewives and/or volunteers in their communities. The descriptive materials included will tell in general terms how the process of accrediting homemaking and volunteer experience might work: the skills that might be learned from different kinds of experiences, the information that colleges will look for in awarding credit, the kinds of credit that might be awarded, the costs involved, and some of the problems that might be encountered. The workbook section is a guide for evaluating one's own experiences and trying to obtain credit for them. Appended are: I Can'' competency lists; Catalyst National Network of local resource centers; directory of brokering programs; and a list of colleges that are members of the Council for the Advancement of Experiential Learning. (MSE)

ED 158 696 HE 010 447

Wilson, Kenneth M.

Black Students Entering CRC-Member Colleges: Their Characteristics and their First-Year Academic Performance. CRC Memorandum.

College Research Center, Princeton, N.J.

Pub Date-15 Apr 69

Note-26p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Academic Achievement, *Black Students, College Entrance Examinations, *College Freshmen, College Integration, Comparative Analysis, Educational Background, Family Background, Grade Point Average, Grade Prediction, Higher Education, *Predictor Variables, Socioeconomic Background, Student Ability, Student Attitudes, *Student Characteristics, Womens Education

Identifiers-College Entrance Exam Board Achievement Test, Scholastic Aptitude Test

In order to facilitate efforts to evaluate the progress of black students currently enrolled in several selective colleges and/or to develop rationales for extending educational opportunity to racial minorities, a study was undertaken to focus on (1) selected characteristics of black female students entering several selective liberal arts colleges, traditionally for women only, in 1965, 1966, and 1967; and (2) questions related to their performance during the freshman year, and the validity of measures of academic aptitude and achievement, and secondary school standing for forecasting first-year academic performance. Data sources for the study include a comprehensive survey questionnaire, Scholastic Aptitude Test scores, College Entrance Examination Board Achievement Test scores, secondary school background, educational and career orientations, and attitudes, dispositions, and values. One conclusion of the study states that given the traditional academic demands and emphases of selective colleges, scores on traditional entrance examinations are likely to be as valid for black students as they are for their white classmates. Performance of black students and all public school graduates on standard admissions variables are presented in the appendix. (JMD)

ED 158 717 IR 006 159

Houff, David E. Helwig, Carl

Career Education Through an Informational Retrieval System by Ten Junior and Senior High Schools in Central Virginia.

Pub Date-14 Apr 78

Note-30p.; Paper presented at the Regional Meeting of Division G of the American Educational Research Association (Richmond, Virginia, April 14, 1978)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Attitudes, *Career Planning, *Dial Access Information Systems, *Evaluation Methods, Formative Evaluation, Information Retrieval, Measurement, *Performance Criteria, Secondary Schools, *Statistical Analysis, *Tables (Data)

The Computer-Assisted Career Information System (CACIS) is designed to assist high school pupils in planning toward a meaningful career. The system contains a data bank on each individual pupil including biographical data and information on the job market. The evaluation scheme in this report, the second of a three-year evaluation, stresses evaluation of performance by both counselors and pupils, and evaluation of attitude by the pupils. The Phase II evaluation scheme was designed to emphasize multivariate explanations and techniques. The research design involved the selection of participating as well as non-participating schools paired by grade with analyses conducted across those grades totally, as well as by grade. The measure selected for the career education treatment effects by the counselors and the CACIS was the standardized Career Maturity Inventory, which consisted of an Attitude Scale and a Competence Test. The other measures employed were Osgood's semantic differential factors of evaluative, potency, oriented-activity, and receptivity. Results are displayed in a series of tables. (VT)

Communication in the Service of American Health...A Bicentennial Report from the National Library of Medicine.

National Library of Medicine (DHEW), Bethesda, Md.
Spons Agency-National Institutes of Health (DHEW), Bethesda, Md.
Report No.-DHEW-NIH-76-256
Pub Date-76
Note-99p.
EDRS Price MF-$0.83 HC-$4.07 Plus Postage.
Descriptors-Audiovisual Aids, *Data Bases, Health Education, History, Indexing, *Information Networks, *Library Services, Medical Education, *Medical Libraries, On Line Systems

Programs of the National Library of Medicine over almost a century and a half are described, ranging from a history of American medical literature and the development of medical indexing to modern technological developments. Activities covered include the development of the Toxicology Information Program and the online data base TOXLINE; the traditional library services which are now modernized through CATLINE (Cataloging-On-Line), MEDLINE, SERLINE, and DOCLINE (Document Delivery On-Line); the responsibilities of the History of Medicine Division, a collection of pre-1870 manuscripts, prints, and photographs; the extramaural programs of the library, including health sciences library construction, the Regional Medical Library system, research grants, training programs, and publications; acquisition of non-U.S. biomedical literature and relationships with institutions abroad; the services of the National Audiovisual Center including AVLINE (Audiovisuals On-Line); new technological applications such as biomedical communication, computer based education, and computer research and development; and the administrative structure of the library. (JAB)

ED 158 763 IR 006 365

Ellis, Richard

Interrelationship of Libraries and Resource Sharing.

Pub Date-Mar 78
Note-15p.; Paper presented at the Annual Library Systems Conference (Albany, New York, March 1-3, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Conference Reports, Financial Support, *Libraries, *Library Cooperation, *Library Networks, Regional Libraries, Shared Services
Identifiers-New York

Library Financial Problems can be traced to world problems such as inflation and the emergence of a highly educated welfare state. While the demand for information is increasing, library materials are becoming more costly to acquire, store, and retrieve, and services are limited by the unavailability of materials resulting from restrictions on acquisition budgets. Cooperative service networks are inevitable, especially in specialized subject areas such as medicine and chemistry, or in economically deprived geographic locations. Cooperative library systems are similar to other public service systems in that mutual confidence among member organizations, flexibility to accommodate variations in local procedures, and the necessity for employees of the system to do their jobs, are essential to the success of the system. New York State's NYSILL and 3-R systems are important pilot experiences in library networking and may be an example for national library cooperation. The public, if accurately informed, will be supportive in efforts to resolve the problems of library service. (Author/JAB)

ED 158 826 JC 780 486

Weddington, Doris

Needs Assessment for Continuous Curriculum Revision.

Pub Date-73
Note-17p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-College Curriculum, Community Colleges, Curriculum Development, *Curriculum Evaluation, Curriculum Planning, Evaluation Criteria, Feedback, General Education, *Institutional Research, *Junior Colleges, *Management Information Systems, Measurement Techniques, *Needs Assessment, Systems Approach, Vocational Education

Continuous curriculum revision in community/junior colleges can be provided by treating the curriculum as a self-correcting set of systems with feedback loops and marginal sensors which supply information needed for constant system evaluation. This curriculum-related set of sub-systems is comprised of the institution, the curriculum, programs, and courses. Systematic determination of curriculum needs may be achieved through discrepancy evaluation at each of these four levels. Needed changes at each level are identified by the formula demand minus provision equals need. Types of data needed to identify levels of demand for and provision of a product (the competencies needed for jobs or baccalaureate transfer, and basic social and personal competencies) include: general data from surveys of business concerning demands for trained personnel; numbers of personnel required for specific job descriptions in the area and nation; provision of programs to supply qualified personnel to fill expected vocational demands; and identification of specific tasks demanded to fulfill course objectives. A bibliography as well as a list of sources of information for curriculum evaluation are included. (Author/MB)

Tharp, Roland G. Gallimore, Ronald
Consultation and Dissemination Research Strategy: 1974. Technical Report #22.
Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.
Spons Agency-California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.
Pub Date- 74
Note-14p.; For related documents, see PS 009 533-549 and PS 009 551-573
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Consultation Programs, *Delivery Systems, *Demonstration Programs, Early Childhood Education, *Educational Improvement, Hawaiians, *Information Dissemination, Teacher Education, Workshops
Identifiers-Hawaii, *Kamehameha Early Education Program

This brief report outlines several of the Kamehameha Early Education Program (KEEP) dissemination formats completed, underway, or planned. One of these, the workshop format, was tested in a training program of several days conducted at KEEP. The workshop was designed to teach teachers to use social reinforcement techniques to increase student motivation. A second dissemination format tested was intense long-distance consultation. This type of consultation involved visits by two KEEP staff members to the target school for periods of 2 to 3 days at regular intervals and three return visits by participating teachers from the target school for intensive work in the KEEP demonstration classroom. The resident-teacher format was the third dissemination format examined. This approach involved the development of a one-semester teacher training program for use with public school teachers who were brought into the KEEP demonstration school as full-time teaching staff. A final dissemination format examined was university instruction. In this approach, a brief but intense work-training session in the KEEP demonstration school was included as part of a university credit course for teachers. (JMB)

ED 158 944 RC 010 709

Wolf, Delores
Choices & Careers; Free to Choose: Socialization of Girls.
Wisconsin Univ., Madison, Univ. Extension.
Spons Agency-Extension Service (DOA), Washington, D.C.
Note-14p.; For related documents see ED 152 446-449 and RC 010 701-709
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*American Indians, *Career Awareness, *Career Education, Counseling, *Females, Self Concept, Sex Differences, Sex Role, Sex Stereotypes, Social Attitudes, *Socialization, *Teenagers, Tribes
Identifiers-*Career Development Project for Tribal Girls

Socialization is the way culture is learned and the individual is fitted into an organized way of life; it is the process whereby human beings get their personal identities, ideals, aspirations, values, disciplines, individuality and self-awareness. A girl's socialization is different from that of a boy. Boys are taught to be self reliant, strong, independent, aggressive, and competitive. Girls are praised for being passive, dependent, nurturant, and obedient. From the time she is very small a little girl is guided to the role of mate-mother. Such socialization is unrealistic. Nine out of ten women will work at some point in their lives. Many must be the sole support of themselves or their families. Girls must prepare for a career. Individuals are born with talents, abilities and potentialities, but training and education are necessary for them to be recognized. A counselor is a very important part of the socialization process because she can help girls learn of the many choices open to them and prepare for a life of many roles. Suggestions counselors can utilize to accomplish this are listed in the conclusion of this document. (Author/DS)

ED 158 964 SE 024 077

Dewey, J. E.

Documentation for Pesticide Certification Data Processing and Management System and Addendum Final Report - Section 2. Suggested Modifications to the Pesticide Certification Data Processing and Management System. Final Report - Addendum to Section 2.

Cornell Univ., Ithaca, N.Y. Cooperative Extension Service.
Spons Agency-Environmental Protection Agency, Washington, D. C.
Pub Date-Jul 76
Contract-EPA-68-01-2962
Note-233p.; For related documents, see SE 024 072-076; Computer readouts marginally legible
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Descriptors-*Certification, *Computer Programs, Data Processing, Job Skills, *Management, *Manuals, *Pesticides

This manual contains a step-by-step explanation of a computer system designed specifically to enable the registration, examination, certification and recertification of pesticide applicators. The subsystems included are application processing, exam result processing, training and renewal processing. In addition, the system includes two management report programs and a general purpose update program. States having similar certification requirements may be able to adapt the system to their needs. (CS)

ED 158 992 SE 024 687

Safe, Effective Use of Pesticides, A Manual for Commercial Applicators: Right-of-Way Pest Control.

Extension Service (DOA), Washington, D.C.; Michigan State Univ., East Lansing. Cooperative Extension Service.
Report No.-MSU-EB-E-1032-6
Pub Date-Dec 76
Note-44p.; For related documents, see SE 024 681-693 and ED 152 516-517; Contains occasional light and broken type
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Agricultural Production, *Certification, *Disease Control, *Herbicides, *Instructional Materials, *Pesticides, Post Secondary Education, *Safety
Identifiers-Michigan, *Pest Control

This manual is intended to assist pesticide applicators who are engaged in right-of-way pest control to meet the requirements of the Michigan Department of Agriculture for certification. While the majority of material in this guide pertains to vegetation management, the guide also addresses right-of-way insect and fungus control. An introduction with the explanation of right-of-way areas is presented. The seven sections included describe: (1) Right-of-way vegetation management; (2) Insect and fungus control; (3) Managing aquatic plants; (4) Sources of injury to non-target organisms; (5) Environmental considerations; (6) Sources of information and recommendations; and (7) Applicator responsibilities. Section one discusses types of plants, action of herbicides, types of herbicides, herbicide application techniques, application equipment, factors affecting chemical weed control, factors affecting foliage application, factors affecting soil applied herbicides, and weather factors affecting chemical weed control. A list of self-help questions is presented at the end of some sections. (HM)

ED 159 043 SE 024 877

Ginn, Nancy L.

Energy Emergency Preparedness: An Overview of State Authority.

National Governors' Association, Washington, D.C.
Spons Agency-Department of Energy, Washington, D.C.
Pub Date-Jun 78
Contract-EC-77-C-01-8775
Note-49p.
Available from-National Governors' Association, 444 N. Capitol St., Washington, D.C. 20001 ($2.00)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Administrator Guides, *Emergency Programs, *Energy, Energy Conservation, *Government (Administrative Body), Legislation, Legislators, Resource Allocations, *State Government, *State Legislation
Identifiers-*Energy Crisis

An overview of energy emergency legislation in the fifty states, American Samoa, and Puerto Rico is given in this report. Descriptions of specific provisions of state legislation are included to illustrate the many methods by which authority to deal with an energy emergency may be incorporated into the general body of state law. The information provided in this report should prove useful to states in developing new legislation or in reusing already enacted legislation. The three sections of this publication, excluding the nine appendicies which exemplify legislative situations generalized in the text, are: (1) State energy emergency legislation: the current situation; (2) Composite of state energy emergency legislation; and (3) Future direction: staff commentary. It is pointed out that many states lack legislation which enables the governor to respond effectively to an energy emergency. (RR/MR)

ED 159 066 SE 024 934

Kurtz, V. Ray

Metrics for Elementary and Middle Schools: The Curriculum Series.

National Education Association, Washington, D.C.

Pub Date-78

Note-121p.; Not available in hard copy due to copyright restrictions

Available from-National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (Order Number 1714-5-00; No price quoted)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Elementary School Mathematics, Elementary Secondary Education, Inservice Education, Learning Activities, Measurement, *Metric System, Resource Materials, Secondary School Mathematics, *Teacher Education

This book is designed for teachers in elementary and middle schools who need explanations of problems and questions concerning the metric system and a source of classroom activities to aid in teaching the metric system. The book is divided into three parts. The first part is a primer of information designed to help a teacher in answering the many questions that children and parents will ask. This part also includes practice problems for all teachers involving the mathematics of metrics. The second part consists of ideas and activities that teachers of the nonmathematics curriculum may incorporate into their lessons to aid in the total metric experience of the learner. Included in this part are sections on language arts, reading, social studies, music, and art. The third part deals with classroom activities that teachers of mathematics may use. A special section is included which uses only nonstandard measurement activities designed for primary children. Attention is also given in this section to the use of metric measurements in presenting activities that are concrete, semi-concrete, and abstract in nature. The activities are labeled according to length, weight, area, volume, and temperature. (Author/MP)

A Drama Guide for Idaho Schools, Grades K-12.

Idaho State Dept. of Education, Boise. Div. of Instructional Improvement.

Spons Agency-Office of Education (DHEW), Washington, D.C. Arts and Humanities Program.

Pub Date-May 78

Note-189p.; Not available in hard copy from EDRS due to colored paper and small type size of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Bibliographies, Body Language, *Class Activities, Creative Expression, Curriculum Guides, *Drama, Dramatic Play, Elementary Secondary Education, Resource Materials, Self Expression, Theater Arts

This elementary and secondary drama guide contains activities to help teachers make drama more creative and more imaginative and rich for students so that they will have a rich appreciation of and taste for the theatre when they grow up. The many and varied activities described are first categorized into three main areas: awareness, interaction, and expression. Within these categories the activities are arranged by three educational levels elementary, junior high, and high school. Students use parts of the body such as hands, feet, and eyes to show that the body talks without the use of words; present an abstract idea through pantomime; reproduce the sounds of animals; act out well known folk tales; and create characters based on observations through each of the senses. The addendum, which comprises about half of the publication, contains detailed information on the technical aspects of theatre including a discussion of production, stage equipment, scenery, and a guide for costuming. The guide concludes with a bibliography of teacher resource books, anthologies, and scripted material. (Author/RM)

ED 159 151 SP 013 010

Geadelmann, Patricia L. And Others

Equality in Sport for Women.

Spons Agency-American Alliance for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date-77

Note-207p.

Available from-AAHPER Publications Sales, 1201 16th St. N.W., Washington, D.C. 20036 ($5.95)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Affirmative Action, *Civil Rights, Equal Opportunities (Jobs), *Federal Legislation, *Physical Education, Sex Discrimination, *Womens Athletics

Identifiers-*Education Amendments 1972 Title IX

The subject of equal rights and opportunities for women in the field of physical education is discussed in nine articles. The major emphasis is on the legal aspects of sex discrimination. Defining equality, knowing the laws regarding enforcement, understanding the court procedures, and realizing the avenues for change are the essential tools addressed in this book. Appended are summaries of state and federal laws dealing with sex discrimination, samples of complaint forms that may be used to enforce compliance with existing laws, and lists of organizations actively engaged in affirmative action. (JD)

ED 159 172 SP 013 083

ElLaissi, M. I. ElLaissi, Bobbie

The Implications of the Progressive and Personalistic Aims of Education for the Professional Education of Teachers.

Pub Date-78
Note-15p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Affective Behavior, Cognitive Development, *Educational Objectives, *Evaluation Criteria, Helping Relationship, Humanistic Education, *Personal Growth, Role Perception, *Skill Development, *Teacher Education

The statement that a teacher education program should develop a teacher's capacity for affective responses at the same time that it encourages the development of knowledge and skill in teaching is the affirmative hypothesis of this paper. A checklist was devised for the purpose of assessing the progressive and personalistic orientations of teacher education institutions. This list is intended to be useful in observing the degree to which teacher education institutions and students are operating in progressive and personalistic ways; in allowing faculty and teachers to examine their own practices and to set goals for improvement; and to help state departments of education, legislators, and the general public better understand and support progressive and personalistic endeavors of teacher education. The checklist items are organized into the following four areas: (1) what can be taught, by whom, and how; (2) prospective teacher activities; (3) materials and facilities; and (4) interactions between instructor, cooperating teacher and prospective teacher, and interactions between prospective teachers. (JD)

Romney, Leonard
Measures of Institutional Goal Achievement.
Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Contract-400-77-0004
Note-61p.; Appendix B may be marginally legible due to small type
Available from-National Center for Higher Education Management Systems, Post Office Drawer P, Boulder, Colorado 80302
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Affective Objectives, Bibliographies, Educational Accountability, *Educational Assessment, Educational Objectives, Efficiency, *Higher Education, *Institutional Research, Measurement Goals, *Measurement Techniques, *Productivity, Program Effectiveness, Questionnaires, *School Surveys, Tables (Data)
Identifiers-*Institutional Evaluation

The results of a 1976 study, `` Measures of Institutional Goal Achievement'' (MIGA), based on a survey of 1,150 faculty, administrators. and trustees at 45 American colleges and universities are presented, and implications for the work of college planners and administrators are assessed. Respondents, answering questions about goal priorities and measure appropriateness, largely agreed on what their institutions' goals should be and on the criteria for assessing progress toward those goals. Most were skeptical about the value of the measures of productivity most widely used now such as student-faculty ratios and expenditure patterns, preferring objective measures pertaining to more affective impacts including satisfaction, growth, and value added. Some implications of these responses are: (1) goal assessment should take effectiveness as well as efficiency into account; (2) reliance on efficiency-oriented measures will contribute to the emergence of incentive systems antithetic to the purposes of higher education; and (3) trustees appear inadequately informed to provide direction to goal setting and evaluation. Much of the information obtained from the study is organized in tables. Appendices contain a list of institutions surveyed and a copy of the MIGA questionnaire, and a bibliography is included. (JMD)

Nafstad, Hilde Eileen

Co-operation Between Parents, Preschool and the Community: Local Communities and the Social and Educational Value of Pre-School.

Council of Europe, Strasbourg (France). Committee for General and Technical Education.

Report No.-CCC/EGT-(77)-7-E

Pub Date-9 Feb 77

Note-36p.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Cognitive Development, Cooperation, *Educational Philosophy, Failure Factors, *Foreign Countries, Language Development, Parent School Relationship, Preschool Children, *Preschool Education, *Program Content, *Program Evaluation, *School Role, Social Development, Socioeconomic Background

Identifiers-*Norway, Preschool School Continuity

This paper examines issues related to the role of preschool education in Norway. Two dominant philosophies of preschool education are identified, the first emphasizing the importance of play opportunities and the social environment of the preschool, and the second focusing on the importance of adequate pedagogical programs for optimum cognitive stimulation. Opinions on the proper relationship between the preschool and the primary school are presented from proponents of each philosophy. Trends contributing to the current emphasis on cognitive development in the preschool are traced and the role of the preschool in compensatory education is discussed. Assumptions about the deficiencies of children who are the targets of compensatory preschool education are examined and the research of Piaget, Bernstein and others on the development of language and thought in the normal child is reviewed. Finally, the question of whether pedagogical interventions can compensate for deficient development is addressed and some of the characteristics of a stimulating preschool environment are discussed. (JMB)

ED 158 907 RC 010 632

Smith, Eldon D., Comp. And Others
Industrialization of Rural Areas: A Bibliography. SRDC Bibliography Series No. 1.
Southern Rural Development Center, State College, Miss.
Spons Agency-Rural Development Service (DOA), Washington, D.C.
Pub Date- 76
Note-155p.
Available from-Southern Rural Development Center, Box 5406, Mississippi State, Mississippi 39762 ($5.00)
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-*Bibliographies, Community Development, Financial Support, *Government Role, Income, Indexes (Locaters), *Industrialization, Research Projects, *Rural Areas, *Rural Development, *Socioeconomic Influences, Taxes

A bibliography for both practitioners and scholars interested in industrialization of rural areas, this document is one of a series of bibliographies prepared by research Functional Networks for the Southern Rural Development Center. The more than 750 entries, many annotated, cover available research, extension, and action agency literature released mainly from 1960-76. Materials are numbered in alphabetical order according to principal author. In a separate chapter, materials are classified by content in two sections one primarily geared to nontechnical users and one to professional and technical users. The section for administrators, legislators, civic organizations, promotional groups, technical assistance agencies, and educators contains 10 major headings, classifying materials that have a direct bearing on particular problems and policies; for example, evaluation of industrial potential, labor supply, and training situations; industrial sites, community organization and support; recruiting; economic and social impacts; and government policies and programs. The section for researchers and academicians has basic research reports and more technical and conceptually oriented materials categorized under four major headings. A much smaller third section lists bibliographies and source books. (RS)

Damarin, Suzanne K.
A Combinational Model for the Interpretation and Use of Propositions in the Context of Elementary Mathematics.
Pub Date-Mar 78
Note-11p.; Paper presented at the annual meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Educational Research, *Elementary School Mathematics, *Instruction, Learning, Learning Theories, *Logic, Mathematical Linguistics, Mathematical Logic, *Mathematics Education, Preservice Education, *Teacher Education
Identifiers-*Logical Connectives

The author presents an organizational model which exhibits relationships among preservcie teachers' skills in the use of interpretation of logical connectives in mathematical contexts. The model also provides direction to teahcers of courses on mathematics and mathematics methods who seek to acquaint their students with those notions of logic recommended by CUPM. The model treats the translation from mathematical statements to logical statements, and conversely. An empirical test has yielded considerable support for the model. After a brief description of the model and this test, the author discusses implications for instruction, especially as they are related to statements and context of mathematical problems. (MN)

ED 159 090 SO 011 063

Wisconsin Women and the Law, Second Edition. The Governor's Commission on the Status of Women.

Governor's Commission on the Status of Women, Madison, Wis.; Wisconsin Univ., Madison, Univ. Extension.

Pub Date-77

Note-123p.

Available from-Commission on the Status of Women, Room 210, 30 West Mifflin Street, Madison, Wisconsin 53703 ($0.50)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-Business, Credit (Finance), Criminal Law, Divorce, Economically Disadvantaged, Education, Employment, Family Planning, *Feminism, Housing, *Laws, Legal Aid, Marriage, Parent Responsibility, Sex Discrimination, Taxes

Identifiers-*Wisconsin

This handbook is written to inform Wisconsin citizens of women's rights and responsibilities under Wisconsin and federal law. It is intended for use as general legal resource material. It is not intended to take the place of an attorney in the solution of individual legal problems. Each of the 12 chapters treats a particular subject or topic. Chapter 1 describes the legalities of marriage and discusses domicile, support during marriage, and property. Chapter 2 deals with divorce and legal separation. Divorce procedures, child custody, child support, alimony, name change, and property division are examined. Parental rights and responsibilities are treated in the third chapter. Support of children, child care, rights of illegitimate children and their parents, and termination of parental rights are discussed. Names, employment, and education are the topics dealt with in chapters four, five, and six respectively. Family planning is the topic of chapter seven. Taxation and social security are discussed in chapter eight. Chapter nine examines business practices and discusses public accomodations, housing, discrimination in insurance, and credit. Criminal law is examined in chapter ten and economically disadvantaged women in chapter eleven. The last chapter discusses the effects of the Equal Rights Amendment. Supplemental reading materials and a directory of services are provided in the appendices. (Author/RM)

ED 159 128 SO 011 166

Krakow, Jere L.

Which History Is Most Important? Views from Secondary History Teachers.

Pub Date- 74

Note-13p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Course Content, *Educational Assessment, Educational Objectives, Educational Trends, History, *History Instruction, Nonwestern Civilization, Secondary Education, Social Sciences, *Social Studies, *Surveys, *Teacher Attitudes, Teacher Characteristics, Western Civilization, World History

Identifiers-Missouri

High school social studies teachers' perceptions of the study of history were measured in this study. Specifically, it assessed their opinions of the most important topics in the field of history, and how their opinions were influenced by their sex, teaching experience, and size of high school. An introductory section offers a historical overview of approaches to evaluating the effectiveness of American schools. In 1963 the National Assessment of Educational Progress (NAEP) was established. This body spent several years identifying basic social studies objectives, as well as specific objectives for subject areas within social studies. The research described in this paper used NAEP's objectives in a questionnaire administered to almost 700 high school social studies teachers in Missouri. Teachers believed the history of western cultures was most important, followed by history of eastern cultures, India, Latin America, and Sub-Saharan Africa. They also ranked, in order of importance, political science, U.S. history, economics, sociology, world history, and geography. Teachers who had the most years of teaching experience agreed most with NAEP's objectives for U.S. and world history. Teachers in small high schools who had more experience viewed Latin American history objectives more favorably than did less experienced teachers in medium and large sized high schools. One conclusion is that researchers should examine why history, especially non-western history, is regarded as less important than several other social sciences. (Author/AV)

ED 159 193 TM 007 431

Damico, Sandra B. And Others

The Measurement of Pupils' Attitudes Toward School: A Handbook for Teachers. Resource Monograph No. 15.

Florida Educational Research and Development Council, Gainesville.; Florida Univ., Gainesville. P. K. Yonge Lab. School.

Pub Date-Nov 75
Note-49p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Attitude Tests, Elementary Secondary Education, Item Analysis, Norms, Rating Scales, Research Design, *School Attitudes, Scoring, *Student Attitudes, *Test Construction, Testing, *Test Interpretation, Test Reliability
Identifiers-*Battle Student Attitude Scale, *Test Manuals

A student questionnaire is presented that is designed to measure attitudes toward school, with subscales for attitudes towards self, other students, teachers, the principal, and the school in general: The Battle Student Attitude Scale. Attitudes are discussed briefly, telling what they are, how they develop, and what effect they may have on academic achievement. Background information is presented on test development and norming. Test administration and scoring are explained, and suggestions are given on how a teacher or school might interpret the information provided by student responses. Copies of both attitude scales are presented, one for elementary school students (containing 58 items) and one for secondary school students (containing 60 items). These scales are not covered by copyright and may be reproduced and used locally. Norms are presented for the administration of both tests in Florida schools. There is a brief discussion of experimental and quasi-experimental research designs, and the use of these attitude scales for a schools' evaluation program. (Author/CTM)

ED 158 617 FL 009 743

Stoel-Gammon, Caroline

Baby Talk in Brazilian Portuguese. Papers and Reports on Child Language Development, No. 11.

Stanford Univ., Calif. Committee on Linguistics.

Pub Date-May 76

Note-7p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Child Language, Child Psychology, Cognitive Development, Communicative Competence (Languages), Grammar, Interaction Process Analysis, *Language Development, *Language Styles, Language Universals, Parent Child Relationship, Phonology, *Portuguese, Psycholinguistics, Speech, *Speech Communication, Verbal Ability, Verbal Communication, Verbal Development, Vocabulary Development, Word Frequency

Identifiers-*Baby Talk, Brazilian Portuguese

This analysis of Brazilian baby talk (BT) includes data from two sources: elicitations of the use of BT from three mothers, all of whom have university degrees, and observations of adult-child interactions in the home. The data shows Ferguson's modified list of thirty lexical items that frequently have BT forms in various languages and the corresponding Brazilian BT lexical item. Analysis of those BT items that are phonologically related to, or derived from, the adult standard form reveals a few basic and recurring processes that account for this relationship: reduplication, assimilation, elimination of unaccented syllables, and cluster simplification. The grammar of Brazilian BT is closer to the adult standard grammar than is the phonology. Observations indicate that, in general, the BT used by men is characterized more by the presence of grammatical features than phonological features, while the BT used by women is characterized by both types of features. BT features in Brazilian Portuguese are similar to those observed in other languages and can be described as manifestations of the basic processes that characterized the BT register: simplification, clarification, and the use of hypochoristic suffixes. (NCR)

ED 158 764 IR 006 366

Martin, Susan K.
Technology in Libraries: 1960-2000.
Pub Date-Mar 78
Note-15p.; Paper presented at the Annual Library Systems Conference (Albany, New York, March 1-3, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Computers, Conference Reports, Data Bases, *Futures (of Society), *Libraries, *Library Automation, Library Technical Processes, *On Line Systems, Technological Advancement

New technologies used by libraries include computers, minicomputers, photocopiers, audiovisual equipment, videocable, and satellite. Cataloging is a major area of computer application, with the MARC (MAchine Readable Cataloging) format developed by the Library of Congress providing batch mode services, and the more sophisticated OCLC (Ohio College Library Center) bibliographic data base providing online retrieval and entry of information for cataloging monographs. The success of OCLC has encouraged establishment of regional library networks, as well as several other online systems, and control of serials and periodicals via computer is now in experimental stages through the CONSER (CONversion of SERials) project. Minicomputers have been readily adapted to library circulation systems and are widely accepted in public libraries. Online information retrieval, which was initially a tool for special libraries, is beginning to be offered by public and academic libraries, although the expense of such systems usually demand part or full recovery of search costs from the patron and the controversy of fee-for-service vs. no-charge has yet to be resolved. Continuing education for librarians and education for library patrons are important for the acceptance of future developments in library technology. (Author/JAB)

Young, Robert B. And Others

Directions for the Future: An Analysis of the Community Services Dimension of Community Colleges. Community Colleges, Community Education Monograph #2.

American Association of Community and Junior Colleges, Washington, D.C. National Center for Community Education.; Michigan Univ., Ann Arbor. Office of Community Education Research.

Pub Date-Apr 78

Note-70p.; Also issued as Community Education Series Cross Reference Volume 4, Number 2, by the Office of Community Education Research, University of Michigan

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Community Colleges, *Community Education, *Community Services, Financial Support, Governance, *Junior Colleges, *National Surveys, Private Colleges, *Program Administration, Questionnaires, Regional Characteristics, Rural Education, School District Autonomy, Small Colleges, Urban Education

In 1976 the American Association of Community and Junior Colleges Center for Community Education conducted a survey to investigate community education/services at community and junior colleges nationwide. Questionnaires were sent to 1,275 public and private two-year colleges; response rate was 61.7%. Results of the survey are divided into sections covering: an overview of community education; the identity of community education and the impact of different program names upon success; the effect of college size; the relevance of college location in a region of the nation and in urban or rural environments; the differences between public and private institutions; the control of public colleges by local, state/local or state offices. The final sections present a summary and conclusions, a list of general concerns, and models for the most and least successful community education programs. Results indicated that successful programs were generally linked to large (more than 8,000 students), public institutions located in the suburbs of major cities in the north central or western regions of the country, and controlled by state/local agencies. Other elements of success were a program administrator with no other institutional responsibilities, and diversified funding. The survey form is appended. (TP)

ED 158 807 JC 780 465

Martorana, S. V. Wattenbarger, James L.

Principles, Practices, and Alternatives in State Methods of Financing Community Colleges and an Approach to their Evaluation, with Pennsylvania a Case State, Report No. 32.

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Pub Date-Apr 78

Note-65p.; Parts may be marginally legible due to print quality of original

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Budgeting, Community Colleges, Cost Effectiveness, *Evaluation Criteria, *Financial Policy, Financial Problems, *Financial Support, *Junior Colleges, Presidents, Resource Allocations, State Aid, State Surveys, Unit Costs

After introducing the financial dilemmas which community colleges face, this paper states the approaches generally advocated for sound community college financing: negotiated budget under full state support, unit rate formulas, minimum foundation funding, and cost-based funding. Criteria related to those principles include: (1) consistency with community college goals, (2) policy perogative of the local authority, (3) objectivity of formula data, (4) protection of the minimum level of quality, (5) administrative budget flexibility, (6) equity and equalization, and (7) accountability to state and locality. Reports of current practices in several states, and some of their strengths and weaknesses are presented; and a more systematic approach to evaluating a state's funding method is proposed. Besides considering the country at large, the paper devotes special attention to Pennsylvania to provide greater specificity and illustration. A survey of Pennsylvania community college presidents indicates a belief that the state's present system of funding is inadequate, and should be improved through increased support for non-resident students, for new colleges and nation- and region-wide programs, for occupational programs in health and engineering, and for minimum foundation levels of educational quality. (MB)

ED 158 868 PS 009 571

Ciborowski, Tom Price-Williams, D.

The Influence of Rule Structure and Problem Composition on Conceptual Learning Among Rural Hawaiian Children. Technical Report #75.

Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.

Spons Agency-California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.

Pub Date- 74

Note-12p.; For related documents, see PS 009 533-570 and PS 009 572-573

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Cognitive Processes, *Concept Formation, *Demonstration Programs, Early Childhood Education, Elementary Education, *Elementary School Students, Hawaiians, Pidgins, *Problem Solving

Identifiers-Hawaii, *Kamehameha Early Eudcation Program

The conceptual and problem solving skills of Hawaiian rural elementary school students in the Kamehameha Early Education Program were investigated by comparing the logical connecting rules of conjunction (red and triangle) to inclusive disjunction (red and/or triangle) with respect to Traditional problems (selection of attributes from 2 different dimensions and connecting them via a logical rule) vs. Intradimensional problems (selection of attributes from the same dimension and connecting them via a logical rule). Background information briefly sketches learning paradigms, logical connecting rules, and Traditional and Intradimensional problems. Among the results briefly discussed was the major finding that the Intradimensional problems were easier to solve than the Traditional problems and that the children solved the Intradimensional problems on the basis of the simplest available rule. A surprising finding was that children did not find conjunction easier than disjunction. (SE)

ED 158 925 RC 010 677

Pinkau, Irene
Compendium of Development Services. An Evaluation of Development Services and Their Cooperative Relationships, Volume II.
Charles F. Kettering Foundation, Dayton, Ohio.
Pub Date-78
Note-316p.; For related documents see RC 010 676 and 678; Commissioned by German Volunteer Service; German Ministry of Economic Cooperation; US ACTION/Peace Corps; US Agency for International Development; International Secretariat for Volunteer Service, Switzerland
Available from-Society for International Development, 1346 Connecticut Avenue, N.W., Washington, D.C. 20036 ($10.00 per three volume set)
Document Not Available from EDRS.
Descriptors-*Administrative Organization, Budgets, Change Agents, Citizen Participation, *Developed Nations, *Developing Nations, Experiential Learning, Foreign Countries, International Organizations, Nonformal Education, Objectives, Performance, Personnel, *Program Descriptions, Rural Areas, *Voluntary Agencies, Volunteers, *Work Experience Programs, Youth Programs
Identifiers-*Development Services

Part of a larger study evaluating both domestic and foreign development services, this compendium contains factual data on both voluntary and obligatory services obtained during field surveys. The 30 individual programs are described under the following categories: training and employment schemes (national youth service types) for uneducated youth, study-services for students in educational institutions, social and technical development services (community volunteer services) for educated youth and/or experienced adults, combined development services consisting of programs combining two or more of the other categories, bilateral foreign volunteer services for educated and skilled volunteers serving abroad on the basis of specific assistance requests, and multinational foreign volunteer service - United National Volunteers. For each of the specific services listed, the following data is presented, without evaluation: institutional information (establishment, type of service, administrative framework); reasons, needs, objectives; programs (training and work programs and foreign assistance given to domestic development services in Asia, Africa, and Latin America); people involved (volunteers, staff, directors); organization and budget; linkages with other institutions and public participation; and achievements. (RS)

ED 158 965 SE 024 237

Inorganic Analyses in Water Quality Control Programs. Training Manual.

Office of Water Program Operations (EPA), Cincinnati, Ohio. National Training and Operational Technology Center.

Report No.-EPA-430/1-77-013

Pub Date-Nov 77

Note-160p.; For related document, see SE 024 238; Contains occasional light type

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors-Chemical Analysis, Inservice Education, *Instructional Materials, *Laboratory Manuals, *Pollution, *Post Secondary Education, Quality Control, Science Education, Teaching Guides, *Water Pollution Control

Identifiers-*Water Treatment

This document is a lecture/laboratory manual dealing with the analysis of selected inorganic pollutants. The manual is an instructional aid for classroom presentations to those with little or no experience in the field, but having one year (or equivalent) of college level inorganic chemistry and having basic laboratory skills. Topics include: acidity, alkalinity, hardness, chlorine, total phosphorus, fluoride, nitrate and nitrite nitrogen, total and suspended solids, turbidity and specific conductance, sample handling, accuracy, precision and error of data, laboratory safety practices, and elements of quality assurance programs. (BB)

ED 159 152 SP 013 012

Hellison, Don

Beyond Balls and Bats: Alienated (And Other) Youth in the Gym.

American Alliance for Health, Physical Education, and Recreation,
Washington, D.C.
Pub Date-78
Note-118p.
Available from-AAHPER Publications Sales, 1201 16th St. N.W.,
Washington, D.C. ($7.95)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Delinquent Rehabilitation, *Dropout Prevention, Goal Orientation, Helping Relationship, *Humanistic Education, Individualized Programs, *Physical Education, *Secondary Education, Student Alienation, Student Teacher Relationship, *Teaching Methods

A physical education program specifically designed for alienated, delinquent, and troubled young men of high school age is described. The goal of this program is to prevent dropping out of school by dealing with the students as individuals and emphasizing a friendly relationship between student and teacher. The humanistic approach to education is used to improve each individual's sense of worth and dignity through the development of the body and sharing experiences with the teacher and with peers. Appended are samples of the teaching materials used to implement the program, including forms for each student to use to delineate his own goals and accomplishments. (JD)

ED 158 638 HE 010 305

Barak, Robert J. Berdahl, Robert O.

State-Level Academic Program Review in Higher Education. Report No. 107.

Education Commission of the States, Denver, Colo.
Spons Agency-Kellogg Foundation, Battle Creek, Mich.
Pub Date-Feb 78
Note-141p.; Part of the Inservice Education Program
Available from-Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80295 ($5.00)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Academic Standards, *Accountability, Educational Assessment, Educational Objectives, Evaluation Criteria, Higher Education, Interinstitutional Cooperation, Needs Assessment, *Program Evaluation, *Review (Reexamination), State Departments of Education, *State Standards

The state of the art of state-level academic program review is presented. The growth of state agency reviews and three types of state coordinating agencies are discussed. The relation of program review to budget review and planning is outlined, and a description is provided of what programs are reviewed, the criteria for reviewing new programs, and the process or mechanism of review. A profile by state is presented of the following seven major factors commonly included for new program review: program description, purposes and objectives, need analysis, cost analysis, resources analysis, program accreditation, and availability of adequate student financial aid. Procedures of the various review processes are discussed, and academic reviews conducted in New York and Florida are described. Difficulties encountered in the selection of existing programs for review and in developing a functioning definition of programs are discussed. The criteria used most frequently for existing program review by various agencies are productivity, cost, quality, and need. Four types of reviewers and problems that occur in review, including legal, political, and due process issues, are discussed. Recommendations for the optimal conditions for academic program review are offered. (SW)

ED 158 677 HE 010 391

Mathis, B. Claude
Faculty Development as Human Resource Development.
Pub Date-22 Mar 77
Note-13p.; Paper presented at a meeting of the American Association for Higher Education (Chicago, Illinois, March 22, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Collective Bargaining, *College Faculty, *Faculty Development, Faculty Evaluation, Governance, Higher Education, *Instructional Improvement, Models, Personal Growth, Seniority, *Teacher Improvement, *Teacher Role

Faculty development is distinguished in this speech from the business model of human resource development on numerous issues including the fact that human resource development in business and industry values productivity, and higher education is not committed to making money. Faculty development is more concerned with the growth of individuals while human resource development in industry or business is specifically related to the needs of the system it serves and the performance of specific jobs. The concepts of faculty development and instructional development are distinguished, and several models for faculty development are described. Faculty roles in four basic areas are considered that are significant for faculty development programs that seek to merge individual and institutional objectives. Faculty development efforts need to examine issues concerning faculty governance, collective bargaining, faculty evaluation, disciplinary associations, and the older faculty member. (SW)

ED 158 697 HE 010 448

A Study of Academic Programs in Pennsylvania. Executive Summary and PACU Policy Statement.

Pennsylvania Association of Colleges and Universities, Harrisburg.
Spons Agency-Buhl Foundation, Pittsburgh, Pa.; Carnegie Corp. of New York, N.Y.; Lilly Endowment, Inc., Indianapolis, Ind.
Pub Date-29 Aug 77
Note-27p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Access to Education, *Accountability, College Planning, *Degrees (Titles), Educational Demand, *Educational Supply, Geographic Distribution, Geographic Location, *Higher Education, Master Plans, Regional Planning, Retrenchment, State Surveys, *Statewide Planning
Identifiers-*Pennsylvania, Policy Statement, *Program Duplication

In response to the Pennsylvania State Board of Education's request that the Pennsylvania Association of Colleges and Universities (PACU) and the Pennsylvania Association of Private School Administrators recommend solutions to the problem of unnecessary duplication of academic programs, a one year inventory of postsecondary degree programs in the state was undertaken. The report, directed to the general public, reviews the historical context and current conditions, such as increasing costs and demands for accountability for funds, that prompted the request. A summary of the study, which sought to develop a systematic data base describing the state's degree programs in terms of need, availability, and supply is presented, along with conclusions, recommendations, and PACU policy statements. The findings include data on the number, level (associate, baccalaureate, etc.), and distribution of programs. The conclusions advise that student demand, resource availability, and manpower need be considered when judging program duplication, and that the decision is best made at the local level. The recommendations include a request that the data base be used in institutional planning, and that the development of master plans be encouraged. The PACU policy statements call for maintenance of the data base for future planning, and improvement of the current study processes. (JMD)

ED 158 718 IR 006 168

McGrew, Mary Lou Buckingham, Betty Jo

Survey of the Status of Media Service in Iowa Public Schools.

Iowa State Dept. of Public Instruction, Des Moines. Educational Media Section.

Pub Date-78

Note-323p.

EDRS Price MF-$0.83 HC-$16.73 Plus Postage.

Descriptors-Ancillary Services, Audiovisual Instruction, *Audiovisual Programs, *Educational Assessment, Elementary Secondary Education, *Instructional Media, Media Research, Needs Assessment, *Public Schools, School Surveys, *State Surveys, Tables (Data), Use Studies

Identifiers-United States (Midwest)

The Iowa Educational Media Association (IEMA) and the State Department of Public Instruction conducted a survey in the fall of 1976 on the status of media services in its 1,792 public schools; the return rate from mailed questionnaires was above 90%. Media services were assessed in terms of relative success in meeting state guidelines for materials, equipment, seating, personnel, and budget. Generally, the number of schools not meeting guidelines far exceeded those which did. The data collected are available on computer tape and on microfiche for use in research projects throughout the state. Appendices include (1) the research proposal presented to the IEMA Board, (2) preliminary data analysis procedures, (3) cover letters and survey instrument, (4) editing guidelines for completed instruments, (5) the preliminary survey report of May 1977, and (6) glossary. (CMV)

ED 158 741 IR 006 299

Held, Thomas H. Kappelman, Murray M.
Continuing Health Education Through Computer Technology.
Pub Date-76
Note-11p.; Paper presented at the Health Education Medical Conference (Miami, Florida, 1976)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Computer Assisted Instruction, *Credit Courses, Field Studies, *Health Education, Health Personnel, Physicians, *Professional Continuing Education, *Simulation
Identifiers-Project MERIT

Computer assisted instruction is beginning to have an important role in the rapidly expanding field of continuing education for health science professionals. At the present time, there are 22 medical specialty boards, all of which require or are about to require some form of continuing medical education for re-certification, and studies are being conducted throughout the country to determine the feasibility of using computer based education for obtaining continuing education credits in the health sciences. Computerized clinical case simulations, which offer some interesting advantages over traditional forms of continuing education, can be accessed from Massachusetts General Hospital and Ohio State University on a 24-hour basis. The Health Education Network offers courseware to medical, nursing, and dental schools, hospitals, and health care institutions throughout the U.S. and Canada. The prospects of using computer technology to obtain continuing health education credit are very real and feasible compared to other means the costs are reasonable, accessibility to computer based education systems is increasing, and the quality and quantity of computerized case simulations are rapidly improving. (Author/CMV)

Hall, Toni

From Student Follow-Up Responses to a Statewide Supply/Demand Analysis of Educational Programs.

Texas Education Agency, Austin.

Pub Date-Jul 78

Note-12p.; For related documents see ED 149 832 and 153 679

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Career Choice, College Graduates, *Data Collection, Educational Assessment, *Employment Opportunities, *Employment Projections, Employment Trends, *Followup Studies, Job Market, Labor Market, Labor Supply, *Management Information Systems, Occupational Surveys, *Post Secondary Education, State Surveys

Identifiers-*Project FOLLOW UP, Student Followup Management Information System, Texas, Tex SIS FOLLOW UP Services

The Texas Student Follow-up Information System (Tex-SIS) for comprehensive postsecondary follow-up and the supply/demand analysis work of the Texas 1202 Commission, Office of Postsecondary Education Planning, together may provide a valuable prototype for other states and perhaps even for a national system of data collection and analysis. Tex-SIS includes seven subsystems: students' educational intent, withdrawal follow-up, non-returning student follow-up, graduate follow-up, employer follow-up, adult and continuing education follow-up, and state follow-up. Each subsystem contains 14 different student follow-up questionnaires providing a means for collecting data to assist colleges and technical institutes in learning about the quality of their instructional programs and services. Tex-SIS data on graduates and non-persisting students, students' job titles once employed, and availability of jobs to program completers are being used to produce the occupational supply/demand analyses of the Texas 1202 Commission. Commission reports concentrate on employment opportunities by program, provide projections of postsecondary supply, and identify occupational openings for students making career decisions. (MB)

ED 158 848 PS 009 551

Gallimore, Ronald Tharp, Roland G.

KEEP Motivational Research: Strategy and Results. Technical Report #24.

Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.
Spons Agency-California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.
Pub Date- 74
Note-24p.; For related documents, see PS 009 533-550 and PS 009 552-573
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Class Organization, *Classroom Arrangement, *Contingency Management, *Demonstration Programs, Early Childhood Education, Educational Improvement, Hawaiians, Inservice Teacher Education, *Motivation Techniques, *Student Motivation
Identifiers-Hawaii, *Kamehameha Early Education Program

This report briefly summarizes the motivation research strategy and results from the Kamehameha Early Education Program (KEEP). The rationale behind KEEP's use of on-task behavior to measure student motivation is discussed and the two strategies of motivation enhancement researched are described. These two strategies were: (1) staff training in the systematic use of behavior management techniques and (2) classroom formats and organization which increase student attentiveness and productivity. Information is presented on the background for choosing these strategies, the procedures involved in implementing them, and the results of research evaluating their effectiveness in increasing student motivation. (JMB)

ED 158 945 RC 010 718

Indian Tribes as Developing Nations; A Question of Power: Indian Control of Indian Resource Development.

Americans for Indian Opportunity, Inc., Albuquerque, N. Mex.

Pub Date-76

Note-51p.; Not available in hard copy due to poor print quality of original; A report from training sessions held at the Johnson Foundation's Wingspread Conference Center in Racine, Wisconsin, September 21, 22, and 23, 1975, for tribal decision-makers from the Great Lakes Area

Available from-Americans for Indian Opportunity, 600 Second St., NW, Suite 403, Albuquerque, N. Mex. 87102 ($1.25)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Agency Role, *American Indians, Change Strategies, *Community Control, Cost Effectiveness, Credit (Finance), Developing Nations, *Development, Economic Development, *Financial Support, *Natural Resources, *Self Determination, Tribes

Identifiers-Tribal Government

The report discusses how Indian tribes can conserve and develop their own resources at their own pace and explores the options available to them as owners of valuable natural resources. Discussed are problems encountered by tribal leaders with various government agencies; the basic precepts of the Bureau of Indian Affairs; how the problems of Indian nations parallel problems of underdeveloped nations; the tribal structures and the tribal power regarding internal decision-making; what an investor looks for and what a tribe should look for in a deal; creating an environment for success; and management factors. Other topics covered are forms of agreement being used by developing countries Federal leases, joint ventures, production sharing agreements, service contracts; financial institutions the Federal Reserve System, banks, savings and loan associations, credit unions, mutual savings banks; uses of money by banks business loans, mortgages, consumer loans, bank cards, farm loans, investments, trusts; and sources of credit local banks, large eastern based commercial banks, insurance companies, minority enterprise small business investment companies, the American National Bank, the Indian Financing Act, Title I Indian Revolving Loan Fund, Title II Loan Guarantee and Insurance, Title III Interest Subsidies and Administrative Expenses, and Title IV Indian Business Grants. (NQ)

Safe, Effective Use of Pesticides, A Manual for Commercial Applicators: Home, Institutional, and Structural Pest Control.

Extension Service (DOA), Washington, D.C.; Michigan State Univ., East Lansing. Cooperative Extension Service.
Report No.-MSU-EB-E-1032-7a
Pub Date-Dec 76
Note-203p.; For related documents, see SE 024 681-693 and ED 152 516-517; Contains occasional light and broken type
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors-*Buildings, *Certification, *Disease Control, *Instructional Materials, *Pesticides, Post Secondary Education, Public Health, *Safety
Identifiers-Michigan, *Pest Control

This manual is designed to assist pest control operators to prepare for certification under the Michigan Pesticide Control Act of 1976. The primary focus of this publication is on home, institutional, and structural pest control. The ten sections included describe: (1) Insect control; (2) Rodent control; (3) Special situation pest control; (4) Safety; (5) Labeling service containers; (6) Disposal of pesticides; (7) Insect pests in buildings; (8) Insects of stored products and furnishings; (9) Arthropods other than insects; and (10) Vertebrate pests. Section seven discusses different types of insect pests in buildings such as cockroaches, crickets, earwigs, bugs, booklice, beetles, weevils, wasps, bees, mosquitoes, flies and fleas. A list of self-help questions and instructions for completing the questions are presented at the end of each section. (HM)

ED 159 020

SE 024 794

Holzheimer, Diane, Ed.
Appraisal, Children's Science Books, Vol. 11, No. 2.
Children's Science Book Review Committee, Cambridge, Mass.
Pub Date-78
Note-56p.
Available from-Appraisal, Longfellow Hall, 13 Appian Way, Cambridge, Massachusetts 02138 (Subscription $6.00/year; $2.00 ea.)
Document Not Available from EDRS.
Descriptors-Abstracts, *Annotated Bibliographies, Booklists, *Book Reviews, *Childrens Books, Elementary Education, *Elementary School Science, *Reading Materials, Reference Materials, Science Education

Librarians and science specialists rate and review 72 children's science books. Complete bibliographic information is given for each entry, along with price and age level. (MA)

ED 159 044 SE 024 878

Liepins, G. E. And Others
Buildings Energy Use Data Book, Edition 1.
Oak Ridge National Lab., Tenn.
Spons Agency-Department of Energy, Washington, D.C.
Report No.-ORNL-5363
Pub Date-Apr 78
Contract-W-7405-eng-26
Note-537p.; Not available in hard copy due to marginal reproducibility of orginial document
Available from-National Technical Information Service, Springfield, Va. 22161 ($13.00)
EDRS Price MF-$1.00 Plus Postage. HC Not Available from EDRS.
Descriptors-Building Equipment, Buildings, Data, *Data Collection, Efficiency, Electrical Appliances, *Energy, Energy Conservation, Environmental Criteria, *Environmental Research, Heating, *Reference Books, *Tables (Data), *Use Studies, Utilities
Identifiers-*Energy Education

The stated purpose of this publication is to present a large amount of relevant data on energy use in an easily retrievable and usable format. The following topics are covered in eight chapters: (1) sector definitions; (2) buildings inventory; (3) appliance inventory; (4) heating and cooling units inventory; (5) appliance efficiencies; (6) structural characteristics; (7) climatological data and appliance fuel use; (8) national economic and demographic determinants; (9) fuel consumption and prices; and (10) a survey of selected energy studies. A list of data sources is provided at the end of each chapter, and a more general bibliography is included at the end of the book. This publication endeavors to fill a need for a definitive compilation of residential/commercial energy use data. The data presented are considered to be the most reliable data available and for the most part estimates are excluded. Tables compiled through diverse sources present the data and when necessary explanatory text or graphs accompany the tables. A user's guide and a glossary are included. (Author/MR)

ED 159 067 SE 024 935

Brooks, Leroy Gates, Dell E.
1977 Kansas Field Crop Insect Control Recommendations.
Kansas State Univ., Manhattan. Extension Service.
Report No.-C-431
Pub Date-Jan 77
Note-24p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Agricultural Chemical Occupations, Agricultural Education, *Disease Control, Entomology, *Field Crops, *Insecticides, *Pesticides, Plant Pathology, Science Education
Identifiers-*Kansas

This publication is prepared to aid producers in selecting methods of insect population management that have proved effective under Kansas conditions. Topics covered include insect control on alfalfa, soil insects attacking corn, insects attacking above-ground parts of corn, and sorghum, wheat, and soybean insect control. The insecticides effective against each insect are given along with dose and application method information. In addition, a list of generic and trade names are given for some insecticides, as well as a list of poison control centers in Kansas. (BB)

ED 159 110 SO 011 124

State Need Statements and Educational Objectives in Citizen Education: Final Report.

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-31 May 78
Note-117p.; For related documents, see SO 011 125-130; Appendix I may not reproduce clearly in hard copy due to small type size of original document
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Adult Education, Citizen Role, *Citizenship, Citizenship Responsibility, *Civics, Decision Making, Educational Environment, Educational Improvement, Educational Legislation, Educational Needs, *Educational Objectives, Educational Planning, Educational Policy, Educational Research, *Educational Responsibility, Elementary Secondary Education, Evaluation Criteria, Government Role, Knowledge Level, *Needs Assessment, Social Responsibility, Social Studies, State of the Art Reviews, *State Surveys, Summative Evaluation
Identifiers-*Citizenship Education, Delaware, New Jersey, Pennsylvania

The report presents an overview of perspectives on citizen education; relates needs expressed by planning groups for citizen education programs in Deleware, New Jersey, and Pennsylvania; and presents materials relating to national and state citizenship education priorities. A major purpose of the document is to help state and local educators and curriculum planners develop citizenship education programs. The first section stresses the resurgent interest in education for citizenship across the United States. The second section documents planning and research activities carried out in 1978 between Research for Better Schools, Inc. (RBS) and planning groups in Delaware, New Jersey, and Pennsylvania. Activities included dialogue between RBS and state departments of education, workshops to develop goals for citizen education, statewide conferences of educators, and committee research on educational legislation relating to citizenship education. The third section presents reports on citizenship education from local, state, and national organizations; proceedings from citizen education conferences in Pennsylvania and New Jersey, and an outline of citizen education priorities in Delaware. (Author/DB)

ED 159 173 SP 013 088

Wlodkowski, Raymond J.
Motivation and Teaching: A Practical Guide.
National Education Association, Washington, D.C.
Pub Date-78
Note-212p.
Available from-NEA Distribution Center, Academic Blg., Saw Mill Road, West Haven, Conn. 06516 ($8.50)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Behavior, *Educational Strategies, Humanistic Education, *Learning Motivation, Performance Factors, Positive Reinforcement, Self Concept, *Student Attitudes, Student Behavior, *Student Motivation, *Teaching Techniques

Motivational techniques and strategies that may be used by teachers to strengthen student performance and reinforce positive attitudes toward learning are discussed and analyzed. The topic is divided into eight major factors for consideration: (1) why human behavior occurs, what is motivation, the mythology of motivation and learning, and the time continuum model of motivation; (2) perceptions and judgments that influence action, and student attitudes; (3) physiological and psychological needs; (4) connection of learning activities, variety, interest, and involvement; (5) humanizing education; (6) competence, awareness of progress and mastery, responsibility, and competition; (7) positive reinforcement; and (8) inventory of motivation strategies, basic motivation planning, and final comments. Case studies and examples of teacher-pupil interchanges are included in the discussion of each topic. (JD)

ED 159 194 TM 007 435

Law, Alexander I. Bronson, William H.

Evaluation Trainer's Guide. The Evaluation Improvement Program.

Educational Testing Service, Princeton, N.J.

Spons Agency-California State Dept. of Education, Sacramento.; Office of Education (DHEW), Washington, D.C.

Pub Date-95

Note-88p.; For related documents, see ED 142 563 and 581

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Data Analysis, Data Collection, *Evaluation Methods, *Evaluators, Higher Education, Information Dissemination, Inservice Education, Measurement Goals, Measurement Techniques, *Planning, *Program Evaluation, Research Design, Research Utilization, Sampling, *Teaching Guides, Test Selection, *Training Techniques, Workshops

Identifiers-California Evaluation Improvement Project

This guide was designed for trainers presenting inservice workshops for program evaluators, teachers, principals, curriculum specialists, and others responsible for school programs. It is keyed to a companion volume, the Program Evaluator's Guide (ED 142 563), the primary source for workshop participants. Developed under the California Evaluation Improvement Project, both guides present detailed information concerning the purposes and processes of program evaluation, the role of the evaluator, and the development of an evaluation plan or design. Instruction is provided in selecting or developing assessment instruments, collecting and analyzing data, reporting evaluation results, and applying the findings. (CP)

ED 158 657 HE 010 359

Fall Headcount Enrollment Forecasts. Texas Postsecondary Educational Institutions, 1978-87. CB Study Paper 27.

Texas Coll. and Univ. System, Austin. Coordinating Board.

Pub Date-May 78
Note-29p.
Available from-Coordinating Board, Texas College and University System, LBJ Building, P.O. Box 12788, Austin, Texas 78711
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Cohort Analysis, *Enrollment Projections, *Enrollment Rate, Enrollment Trends, *Higher Education, Junior Colleges, Private Colleges, State Colleges, State Universities, *Statewide Planning, Statistical Analysis, Tables (Data)
Identifiers-*Long Range Planning, Population Projections, *Texas

Enrollment projections for use in long-range planning for Texas higher education have been updated through the use of alternative methodologies to realistically reflect changing patterns of college enrollment among various age groups and geographic areas of the state. The new forecast predicts an overall gain of 16.9 percent in the state's postsecondary institutions, a marked contrast with the more than 93 percent statewide enrollment growth for the previous decade, with the major portion of growth projected to occur during the first five years. Year-by-year fall enrollment forecasts are presented, including actual headcount for the 1977 fall semester, categorized by type of institution (junior or senior colleges) and type of institutional control (independent or public). Enrollments for each of the public senior colleges and universities are also forecast. The two basic methods used to produce the forecasts, the aggregate population-based forecast and the disaggregate population-based forecast, are summarized. The specific steps, using the cohort-migration-survival component'' methods to make population projections, which is a key element in enrollment forecasts, are outlined, and a table with population by age groups is included. In addition, the method employed to project the individual enrollments for the public senior colleges and universities is indicated. (JMD)

ED 158 808 JC 780 466

Mark, Sandra Fay

To Succeed or Not to Succeed: Is That the Only Question in Learned Helplessness? A Critical Analysis of Theoretical and Methodological Issues.

Genesee Community Coll., Batavia, N.Y.
Pub Date-Aug 78
Note-38p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Attribution Theory, Behavior Change, *Elementary Secondary Education, Goal Orientation, Instrumentation, *Learning Disabilities, *Learning Motivation, Personality Assessment, Post Secondary Education, *Research Methodology, Research Problems, Research Reviews (Publications), Self Concept, Sex Stereotypes, Student Motivation, Task Performance
Identifiers-Learned Helplessness

Instrumentation, task content, the limited options of success or failure, methodology and assumptions are substantive issues which question the validity of conclusions made about human subjects in studies of achievement motivation and learned helplessness. A review of learned helplessness studies outlines the number and source of subjects, kinds and content of tasks used, methodological considerations and significant findings in each study. It is concluded that different results are obtained when variables are behavioral rather than projective, and when subjects are told that their responses were expected rather than unexpected, consistent with sex role or inconsistent with it. Different outcomes are also obtained when environmental norms or expectations are changed. These issues have serious implications for the schools particularly as the structure of the classroom in American schools lends itself to the development and perpetuation of learned helplessness and low achievement behaviors by females. Suggestions to change learned helplessness behavior include: training students to deal with failure constructively, incorporating information about correct responses and reasons for failure in negative evaluations and, retraining females in their attributional processes. A bibliography is included. (MB)

ED 158 890 PS 010 089

Pause, Gerhard

Co-Operation Between Parents, Pre-School and the Community: The Training of Pre-School Teachers with a View to Co-Operation with Parents (Federal Republic of Germany).

Council of Europe, Strasbourg (France). Committee for General and Technical Education.

Report No.-CCC/EGT-(77)-17-E

Pub Date-18 Mar 77

Note-28p.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Educational Philosophy, *Family School Relationship, Guidelines, *Parent Participation, Parent Teacher Conferences, *Parent Teacher Cooperation, Preschool Education, *Preschool Teachers, Program Development, Social Influences, *Teacher Education

Identifiers-*West Germany

This paper explores various aspects of training preschool teachers in the Federal Republic of Germany to cooperate with parents in the education of their children. An initial discussion of teacher training programs in Germany focuses on the lack of a theoretical concept of socialization and social work as a basis for working with parents, and the resulting lack of daily application of such theoretical concepts. An analysis of the reasons for these difficulties, accompanied by specific arguments in favor of training teachers to work with parents, comprises the largest section of the paper. Laws, government guidelines, and literary and educational works supportive of this aspect of teacher training are analyzed, and expected forms of parent participation as well as those which have been practiced and tested are briefly described. Facets of active parent-teacher cooperation include joint responsibility towards the child, cooperative supervision, improvement of the educational competence of both parent and teacher, and a positive side-effect on social contacts and activities in the neighborhood and the community. An additional form of parent-teacher communication, written communication (providing information, reinforcement, and support) is briefly commented upon. Finally, a review of research on parent-teacher cooperative strategies in various schools in the Federal Republic of Germany is presented. (CM)

ED 158 908 RC 010 640

Skanes, G. R.

Resettlement and Ability - One Community.

Pub Date-Nov 75

Note-112p.; Not available in hard copy due to marginal legibility of original

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Comparative Analysis, Elementary Secondary Education, *Parental Background, *Place of Residence, *Rural Resettlement, Siblings, *Student Ability, *Testing

Identifiers-Newfoundland

Since one aim of Newfoundland's resettlement program is to provide better schools and more highly qualified teachers, abilities of 152 children resettled at a reception center in Arnold's Cove were tested in 1971 to see if they differed from those of children native to the community. Tests used for students in grades 2-11 were the Standard Progressive Matrices, Otis Quick Scoring Test of Mental Ability, Primary Mental Abilities Test, and Canadian Test of Basic Skills. Information was obtained on father's occupation before and after migration, parents' education, number of brothers and sisters, and place in family. Apart from greater fluency for resettled children in grades 5-10, ability levels were similar for both groups. There were minor differences in personal factors: father's occupational status before moving, mother's education, and number of sisters. Data did not support the idea that school-related abilities of children resettled to Arnold's Cove were influenced by that move. Since many of the islands from which people moved to Arnold's Cove had better schools and more qualified teachers than the reception center, it was judged likely that resettlement had benefitted native children through a larger school and more highly qualified staff in the same way it had resettled children. (RS)

ED 158 926 RC 010 678

Pinkau, Irene

Service for Development: Summary. Findings of an Evaluation of Development Services and Their Cooperative Relationships, Volume III.

Charles F. Kettering Foundation, Dayton, Ohio.

Pub Date-78

Note-101p.; For related documents see RC 010 676-677; Commissioned by German Volunteer Service; German Ministry of Economic Cooperation; US ACTION/Peace Corps; US Agency for International Development; International Secretariat for Volunteer Service, Switzerland

Available from-Society for International Development, 1346 Connecticut Avenue, N.W., Washington, D.C. 20036 ($10.00 per three volume set)

Document Not Available from EDRS.

Descriptors-*Change Agents, Citizen Participation, Developed Nations, *Developing Nations, Employment, Experiential Learning, Foreign Countries, Global Approach, *International Educational Exchange, Nonformal Education, *Program Evaluation, Rural Areas, Technical Assistance, Voluntary Agencies, *Volunteers, *Work Experience Programs, Youth Programs

Identifiers-*Development Services

Thirty development services in 14 countries were examined to evaluate the role and effectiveness of development services in furthering education, employment, and citizen participation in community and national development, to ask what foreign assistance had been provided to domestic development services in developing countries and what had been learned from these experiences, and to address future cooperation between domestic and foreign volunteer services that would go beyond current "giver-receiver" relationships. Development services were classified as training and employment schemes, study services, social and technical development services, and foreign volunteer services. Development services were found to focus on self-help or helping others through both training and work programs; but for improved effectiveness, three major policy issues were identified which require more attention: recurrent development education, employment-oriented development strategies, and citizen participation as a mobilization process. Evaluation of cooperative relationships between services pinpointed three stages of relationship: no cooperation, foreign assistance (giver-receiver), and partnership cooperation (equal terms). While previous causes persist, new causes for development services have emerged: self-reliance, interdependence, global consensus, and mutual learning and helping. (RS)

Van Den Berg, D. J.

The Training of Mathematics Teachers in the Republic of South Africa and in Some Western Countries.

Human Sciences Research Council, Pretoria (South Africa).
Pub Date-76
Note-377p.; Not available in hard copy due to copyright restrictions; Contains small, light and broken type
Available from-Human Sciences Research Council, Private Bag X41, Pretoria 0001 South Africa (R3, 45 + 4% R3,59)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Educational Research, *Elementary School Teachers, *Instruction, Mathematics Education, *Mathematics Teachers, Preservice Education, *Secondary School Teachers, State of the Art Reviews, *Teacher Education
Identifiers-*South Africa

This report on the training of both primary and secondary school mathematics teachers in the Republic of South Africa (RSA) describes the position as it was in July 1974. Chapters include: (1) introductory remarks; (2) the training of primary school mathematics teachers at universities in the RSA; (3) the training courses of primary school mathematics teachers at provincial colleges of education; (4) the training of mathematics teachers for the secondary school in the RSA; (5) the training of mathematics teachers in the USA, England and Wales, the Netherlands, Belgium, and West Germany; and (6) findings and recommendaitons. (MN)

ED 159 091 SO 011 064

New Approaches to Conflict Resolution.

Ford Foundation, New York, N.Y.
Pub Date-May 78
Note-80p.
Available from-Ford Foundation, 320 East 43rd Street, New York, New York 10017 (free)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Agency Role, Arbitration, *Conflict, *Conflict Resolution, Decision Making, Futures (of Society), Government Role, Institutional Role, Problem Solving, Program Design, Social Problems, Systems Approach
Identifiers-*Ford Foundation

This paper addresses the future role of the Ford Foundation in helping to improve society's capacity to resolve conflicts. Part I discusses the problem. In recent years America has had many sorts of conflicts and disputes. Examples are racial equality, energy allocation, environmental protection, consumer rights, and equal educational opportunity. Conflicts over these matters arise among interest groups, between interest groups and government, between levels of government, and between individuals. These conflicts are often very difficult to resolve because of the growing complexity, technological sophistication, and interdependence of society's problems. Part II examines current responses to the problem. The judicial process, the process used by administrative agencies, alternative third party intervention, and systematic reform are discussed. In part III promising alternatives are presented. These include strengthening the capacity of existing courts and agencies and alternatives outside the formal system such as arbitration, conciliation, and private initiatives. The publication concludes with a description in part IV of a Ford Foundation program to resolve conflicts. It is a systematic approach that expands our understanding of the larger issues in conflict resolution and takes account of the links between problems in different segments of the adjudicative and administrative processes. (Author/RM)

ED 159 129 SP 012 313

Fordham, Sheldon L.
Alternative Careers in Physical Education.
Pub Date-78
Note-12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Athletics, *Career Choice, *Career Planning, Curriculum Development, *Health Education, Higher Education, *Physical Education, Program Descriptions
Identifiers-*Career Alternatives

A program offering alternative career education for physical education majors is described. At the Chicago Circle campus of the University of Illinois, the School of Physical Education was recently granted college status and became the College of Health, Physical Education, and Recreation. This move was responsive to the declining demand for athletic coaches and physical education teachers in the schools. The new program offers options for nonteaching positions in the area of physical activity. A restructured curriculum now includes six areas: commercial physical education, athletic training, athletic administration, and corrective therapy, in addition to physical education teaching and coaching. Expansion of the curriculum is planned and, in the future, will also provide education in sports administration. Trends in expanding career opportunities for physical education majors are discussed in this document. (JD)

Jewett, Ann E. Mullan, Marie R.

Curriculum Design: Purposes and Processes in Physical Education Teaching-Learning.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C.
Pub Date-77
Note-61p.
Available from-AAHPER Publication-Sales, 1201 16th Street, NW, Washington, D. C. 20036 ($6.50)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Curriculum Design, Curriculum Planning, Curriculum Research, Decision Making, *Educational Objectives, Evaluation Methods, Kinesthetic Perception, *Learning Processes, Motor Development, *Movement Education, *Perceptual Motor Learning, Physical Education, Program Content, Space Orientation, Teaching
Identifiers-*Purpose Process Curriculum Framework

This monograph is a progress report on efforts to develop curriculum theory for physical education. It focuses on the development of individual human motor performance and the utilization of selected movement learning media to achieve specified educational outcomes in relational perception and orientation in space. Concerned essentially with the development of a purpose-process conceptual framework for curricular decision-making, the document seeks to relate proposed curriculum theory to the more comprehensive theories underlying the entire discipline of human movement phenomena. A taxonomy of human movement processes is outlined for utilization in: (1) defining educational objectives; (2) sequencing learning materials; (3) providing augmented feedback to learners; and (4) evaluating student progress. The proposed aim is to highlight the potential of planned purpose-process interactions for enriched movement learning experiences resulting in sounder physical education curricula. A model for decision-making and a high school physical education curriculum guide are provided in appendices. Diagrams and tables are presented throughout the document, as well as a bibliography at the end. (Author/DS)

ED 158 869 PS 009 572

Major KEEP Findings, 1971 - 1975.

Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.

Spons Agency-California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.

Pub Date- 74

Note-4p.; For related documents, see PS 009 533-571 and PS 009 573

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Academic Achievement, Curriculum, *Demonstration Programs, *Early Childhood Education, *Educational Improvement, Family Influence, *Hawaiians, Information Dissemination, Inservice Teacher Education, Pidgins, Research, Student Motivation, Teaching Methods

Identifiers-Hawaii, *Kamehameha Early Education Program

This report lists the 34 major research findings from the Kamehameha Early Education Program (KEEP) for the years 1971-1975. Each finding is accompanied by a listing of KEEP technical reports and working papers which contain information relevant to that finding. Included among areas covered in the findings are: (1) student motivation, (2) teacher training, (3) student achievement, (4) curriculum, (5) teaching methods, (6) ethnic dialects, (7) family background, and (8) information dissemination. (JMB)

ED 158 966 SE 024 238

Organic Analyses in Water Quality Control Programs. Training Manual.
Office of Water Program Operations (EPA), Cincinnati, Ohio. National Training and Operational Technology Center.
Report No.-EPA-430/1-77-014
Pub Date-Dec 77
Note-194p.; For related document, see SE 024 237
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-Chemical Analysis, Inservice Education, *Instructional Materials, *Laboratory Manuals, *Pollution, *Post Secondary Education, Quality Control, Science Education, Teaching Guides, *Water Pollution Control
Identifiers-*Water Treatment

This document is a lecture/laboratory manual dealing with the analysis of selected organic pollutants. It is intended for use by those having little or no experience in the field, but having one year (or equivalent) of college organic chemistry, and having basic laboratory skills (volumetric glassware, titration, analytical and trip balances). Topics include: dissolved oxygen, biochemical oxygen demand, ammonia, nitrates, nitrites, carbon analysis, chemical oxygen demand, surfactants, oil and grease phenolics, gas chromatography, and polychlorinated biphenyls. (BB)

ED 159 068 SE 024 936

Integrated Pest Management.
Council on Environmental Quality, Washington, D.C.
Pub Date-Nov 72
Note-50p.; Contains occasional marginal legibility
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C.20402 (Stock Number 4111-0010; $0.55)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Agricultural Chemical Occupations, Agricultural Education, *Biology, Ecology, *Environmental Education, *Federal Programs, Field Crops, Inservice Education, *Pesticides, Science Education
Identifiers-*Integrated Pest Control

After a brief discussion of the problems of pesticide use and the status of current pest control practices, a definition of integrated pest management is given along with some examples of its successful application, and a description of some of the reasons why the concept has not been applied more widely. The major techniques which can be used as part of an integrated pest management program that are covered include genetic, metabolic, and environmental control methods. Parasites, predators, microbial agents, and sterilization are also discussed. The concluding chapter covers the role of the Federal Government in the development and use of integrated pest management. (Author/BB)

ED 158 618 FL 009 744

Vogel, Irene

Deaf Phonology: A Case Study of an English Child. Papers and Reports on Child Language Development, No. 11.

Stanford Univ., Calif. Committee on Linguistics.

Pub Date-May 76

Note-15p.; Tables 1-2 may be marginally legible due to print quality; Best copy available

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Auditory Discrimination, Auditory Evaluation, Auditory Perception, *Auditory Training, Case Studies, Deaf, *Deaf Children, *Deaf Research, Handicapped Students, *Hearing Therapy, Language Development, Language Handicaps, Oral Communication Method, Perceptual Development, *Phonology, Sensory Deprivation, Sensory Training, Speech Handicaps

The language of the deaf has only recently become an area of concern for linguists. Of special interest are questions of the systematicity of deaf speech (is it systematic or idiosyncratic and none-rule-governed?) and the nature of its deviation from the speech of hearing people. The study presented here is an effort on the part of linguists, first of all, to analyze one aspect of the language, the phonology, of a deaf child, and secondly, to propose a method for improving the speech of the child based on knowledge of normal patterns of phonology acquisition. An analysis of the phonology of Emma, a profoundly deaf English child (age 11;9) is presented in this paper, and it is demonstrated that the child's speech is indeed systematic and rule-governed, though the system is by no means that of standard English. The ways is which Emma's speech deviates from the standard are also examined, comparing her patterns with universal and English patterns. Finally, a proposal for therapy is made based on facts of normal phonology acquisition and the notion that deaf speech is, in fact, systematic. (Author/NCR)

ED 158 678 HE 010 392

Belock, Shirley

A Comparison of the Grade Point Averages of Freshman Students Living in Dormitories with the Grade Point Averages of Commuting Students at Castleton State College.

Pub Date-23 Jun 78
Note-35p.; Best available copy; A practicum presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-College Students, *Commuting Students, *Grade Point Average, Higher Education, *Predictor Variables, Success Factors
Identifiers-*Castleton State College VT, *On Campus Students

It was hypothesized that students living in campus dormitories would have a significantly higher grade point average than students commuting to colleges. The population used in the study consisted of freshman students completing their first academic year during the spring of 1976, 1977, and 1978. The means of the grade point averages for each year were determined and statistically compared by T-test. The results for the years 1976 and 1977 indicate significant differences in the means of the grade point averages, but 1978 data indicate no significant differences. The hypothesis was proved to be incorrect; the means of the commuting student were significantly higher. It is concluded that the commuting student does better, or equally as well, as the dormitory student as indicated by the means of the grade point averages. (Author/LBH)

Bennion, Junius L. Schneider, Edward W.

Interactive Video Disc Systems for Education.

Brigham Young Univ., Provo, Utah. Div. of Instructional Research, Development, and Evaluation.

Pub Date-30 Oct 75
Note-19p.; Paper presented at the Society of Motion Picture and Television Engineers Conference (Los Angeles, California, October 3, 1975); For related documents, see IR 006 175-176
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Computer Assisted Instruction, Display Systems, Educational Technology, *Individualized Instruction, Instructional Innovation, Instructional Media, *Technological Advancement, *Video Cassette Systems
Identifiers-TICCIT Computer System, *Videodisc Recordings

The basic design of the videodisc technology, especially the three features of the freeze frame, electronic address, and fast random access, makes possible the creation of a new audiovisual delivery system that has revolutionary applications for education in individualized interactive instruction. In addition to the linear playback mode for home movie and television rerun entertainment, the optical videodisc is capable of providing branching because of random access and electronic addressing capabilities. The system is also able to accommodate many psychological procedures for enhancing learning, such as the capability of inserting questions in still frames or aural modes at any point. Special features offered by the video disc system which make it more flexible than TICCIT are motion control, greater audio capabilities, and the lack of need for an external computer. (Author/CMV)

ED 158 742 IR 006 302

Bres, E. And Others

Costs and Their Assessment to Users of a Medical Library, Part I: An Overview of Services, Users, and Budgeting of a Medical Library.

Texas Univ., Austin. Center for Cybernetic Studies.

Spons Agency-National Library of Medicine (DHEW), Bethesda, Md.

Report No.-CCS-RR-301

Pub Date-Jul 77

Grant-LM02333

Note-23p.; For related documents, see IR 006 303-305

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Fees, Library Administration, Library Expenditures, *Library Services, *Mathematical Models, *Medical Libraries, *Program Budgeting, *Program Costs, Use Studies

Identifiers-*Cost Assessment

This study investigated ways in which the costs of a library's direct and indirect services can be equitably allocated to its heterogeneous group of institution users. It was conducted from October 1, 1974 to March 31, 1977. The final report is divided into four parts, each describing a separate issue. Part I discusses the general administrative concerns prompting the study, gives background information on the Houston Academy of Medicine-Texas Medical Center Library (HAM-TMC) where the study was conducted and data collected, lists the institutions which make up the library's user population, and identifies the personnel of those institutions whose needs define the kinds of collections and services required of the library. The library's direct and indirect services to its user groups are described, and matrices show the types of resources and labor required for each. A cost assessment model of the total operating costs for the HAM-TMC library was generated: total costs out-of-pocket costs for direct services ɪ support costs variable with usage ɪ support costs fixed with usage but related to institutional programs and other factors. The model allows the library's administration to discuss and refine institutional assessments rapidly and accurately as priorities change or unforeseen circumstances arise. Parts II and III of the report focus on the cost assessment model and its applications. (Author/JPF)

ED 158 765 IR 006 369

Research Libraries and the Bicentennial. Minutes of the Meeting (89th, Alexandria, Virginia, October 20-21, 1976).

Association of Research Libraries, Washington, D.C.
Pub Date-Oct 76
Note-110p.; For related document, see IR 006 370
Available from-Association of Research Libraries, 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036 ($5.00 per issue)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Annual Reports, Committees, *Conference Reports, *Library Associations, *Research Libraries, Speeches, University Libraries
Identifiers-*Academic Libraries

The minutes of the October 21-22, 1976 meeting of the Association of Research Libraries (ARL) include the texts of two presentations: Our Cultural Heritage: Whence Salvation?'' by Louis B. Wright and The Uses of the Past'' by Gordon N. Ray. Reports given during the business meeting include those from the Librarian of Congress, the ARL executive director, joint ARL/CRL committee on a national periodical lending library, the committee on preservation of research library materials, and the Office of Management Studies, as well as a special report from the NCES Library Services Branch and remarks by both the outgoing president and the president-elect. Recommendations on criteria for ARL membership, final report of the ARL task force NEH Research Tools program, the sixth annual report of Office of University Library Management Studies and a list of ARL officers, board of directors, committees, and membership conclude the report. (JPF)

ED 158 788 JC 780 414

Howard, James E.

A System Dynamics Approach to Understanding Cost and Revenue Interactions in the Community College Financial System.

Pub Date- 78

Note-60p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Community Colleges, Computer Oriented Programs, Cost Effectiveness, Educational Assessment, *Educational Finance, Enrollment, *Financial Policy, Income, *Junior Colleges, *Models, Simulation, *Systems Analysis, Tuition

After identifying the components of a community college financial system as enrollment, costs, revenues and tuition, this paper addresses the need for a system dynamics analysis of a California community college district. This systems approach would assess the possible effects of alternative policies on the characteristic behavior modes of the interrelated district components and construct a simple but complete system dynamics model to facilitate the assessment. Building the finance simulation model involves five basic steps: determining the issues or problems to be modeled; drawing a causal-loop diagram; drawing a dynamics model (DYNAMO) flow diagram to demonstrate the relationship between components; writing out DYNAMO equations to relate quantity to the time rate change of that quantity as a computer integration tool; and test for sensitivity and make simulation runs. With the aid of computer simulation, the model can identify both the magnitude and the timing of the effects of policy changes within the model. Policy alternatives may then be tested on the model of the system before being attempted within the actual financial system itself. A bibliography and a listing of equations for the model are included. (TR)

ED 158 828 JC 780 490

Stevens, Mary A.

CbN Community Forums: The Black Hawk College Model.

Pub Date-Oct 78

Note-22p.; A paper presented at Community Forums Regional Workshops (Newport Beach, California, October 25, 1978 and Kentfield, California October 26, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Community Colleges, *Community Involvement, Community Support, Cooperative Planning, *Discussion Programs, Humanities Instruction, *Junior Colleges, Library Cooperation, Models, Newspapers, Public Affairs Education, Publicize, *School Community Programs

Identifiers-Black Hawk College IL, *Community Forums, *Newspaper Courses

During 1977 and 1978, Black Hawk College, Moline, Illinois, served as one of eleven national demonstration models in the development of community college-coordinated, community-based discussion forums. In fall 1977 the college was joined by twenty-seven co-sponsoring community organizations in holding nine town meetings to discuss topics suggested by the Course by Newspaper (CbN) Crime and Justice in America.'' In spring 1978 the college and 17 other community organizations sponsored six town meetings and four film discussions in a series entitled The Impact of Mass Media on American Life'' that paralled the CbN Popular Culture: Mirror of American Life.'' The Black Hawk College model was unique among the demonstration models in the following ways: leadership and responsibility for the projects came totally from within the college's traditional university parallel faculty; articles written by the faculty provided a local perspective on the national CbN essays; an attempt was made to reach results, to formulate solutions, and to publicize them; and the projects were co-sponsored by the state district library system and member public libraries. Both projects resulted in several spin-off activities, especially among community co-sponsoring organizations and between these organizations and the college. (Author/MB)

ED 158 849 PS 009 552

Mays, Violet

Hawaiian Cultural Research: Some Applications and Some Cautions. Technical Report #25.

Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.

Spons Agency-California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.

Pub Date- 74

Note-11p.; An earlier version of this paper was presented at the Annual Meeting of the American Psychological Association (Honolulu, Hawaii, 1972); For related documents, see PS 009 533-551 and PS 009 553-573

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Activism, Community Study, *Cultural Awareness, *Demonstration Programs, Early Childhood Education, Educational Anthropology, Educational Improvement, Ethics, *Ethnic Studies, *Family Life, Hawaiians, *Language Research, Parent Participation, Program Improvement, Research, *Research Criteria, Standard Spoken Usage

Identifiers-Hawaii, *Kamehameha Early Education Program

This report presents an early statement of community and family research plans and activities of the Kamehameha Early Education Program (KEEP) and suggested criteria for non-exploitative cross-cultural research among Hawaiians. Research activities include the study of the linguistic behavior and interaction styles of Hawaiian children and kindergarten children's language-switching behavior. Two tests of the Standard English (SE) competence of urban Hawaiian children were developed. Trial administration of the SE Repetition Test (SERT) under a 3-person condition produced among participants the Hawaiian speech event known as talking-story.'' It is suggested that the 3-person condition might be of use in studying the verbal interaction strategies of Hawaiian children. Attempts to gain an insider's perspective on the Hawaiian family system were planned with a view toward the development of a list of categories of distinctive Hawaiian child behavior. Suggested criteria for non-exploitative cross-cultural research among Hawaiians are: (1) research should be planned in terms of the perspectives, needs and situation of the people studied, and (2) research findings and their implications should be shared with the people studied. (RH)

Goldstein, Harold And Others
Manpower for Energy Research: A Comprehensive Manpower Information System for Energy Research, Development and Demonstration.
Kramer Associates, Inc., Washington, D.C.
Spons Agency-Department of Energy, Washington, D.C.
Report No.-HCP/U-6046-01; UC-13
Pub Date-Feb 78
Contract-EC-77-C-01-6046
Note-328p.; Contains occasional light type
Available from-National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 ($12.00)
EDRS Price MF-$0.83 HC-$18.07 Plus Postage.
Descriptors-*Energy, Energy Conservation, Information Dissemination, Information Needs, *Information Systems, *Manpower Development, *Manpower Needs, Manpower Utilization, Researchers, Research Utilization, *Scientific Manpower, Scientific Research
Identifiers-*Department of Energy, *Energy Education

This publication is the result of a study commissioned by the Energy Research and Development Administration (ERDA) to design a manpower information system as indicated by the title. This study is designed to help ERDA (now the Department of Energy) meet its responsibility of helping to assure an adequate supply of manpower for the accomplishment of energy research and development programs. Contents include: (1) Summary of recommendations; (2) The need for a comprehensive energy manpower information system; (3) Scope and definitions of components of the manpower information system; (4) Rationale and analytical framework; (5) Elements of a comprehensive manpower information system; (6) Application and utilization of the elements of the manpower assessment information system; and (7) The current manpower situation. Appendices include: (1) Taxonomies for the classification of data on energy research and development manpower; (2) Data sources relevant to energy research, development and demonstration manpower; (3) Bibliography; and (4) List of persons interviewed. (MR)

ED 159 111 SO 011 125

Citizen Education Historical Analysis: Final Report. Part A: Summary.
Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-31 Jul 78
Note-182p.; For related documents, see SO 011 124-130; Cartoon on page 67 may not reproduce clearly in hard copy
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-Affective Objectives, Behavioral Objectives, Citizen Participation, *Citizenship, *Civics, Cognitive Objectives, Conference Reports, Content Analysis, Course Content, Cultural Pluralism, Curriculum Evaluation, Educational Environment, *Educational History, Educational Needs, *Educational Trends, Elementary Secondary Education, Literature Reviews, *Social Change, Social Responsibility, State of the Art Reviews, Summative Evaluation, *Values
Identifiers-*Citizenship Education

The document presents papers, critiques, and discussion from a colloquium in Philadelphia in April, 1978, dealing with citizen education in the United States from 1795 to 1975. The colloquium was the first stage of a project by Research for Better Schools (RBS) to formulate guidelines for citizen education. The document is presented in two major sections. Section I introduces the analysis; relates the purpose of the project; introduces colloquium procedure, topics, and participants; and summarizes recommendations and issues posed by colloquium participants. Section II presents three colloquium papers. In the first paper, entitled What Should We Learn from the History of Citizenship Education in the United States?'', R. Freeman Butts stresses the importance of political education and points out how educational environment influences students' values, knowledge, and political participation skills. In the second paper, Education of the American Citizen: An Historical Critique,'' Clarence Karier surveys the dilemma posed by having to choose between education for human development and education to fulfill social needs and provides samples of citizenship programs. The final paper, Education For Citizenship,'' by Marvin Lazerson, focuses on multicultural factors in citizen education. Topics discussed include Americanization and schooling, protestantism and patriotism, citizenship and work, and citizenship in a pluralist world. (Author/DB)

ED 159 174 SP 013 093

Friesen, Charles D.

The Results of Surveys, Questionnaires and Polls Regarding Homework.

Pub Date-Sep 78

Note-13p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Assignments, *Elementary Secondary Education, *Homework, *Parent Attitudes, *Student Attitudes, Surveys, *Teacher Attitudes

Periodic polls conducted since 1916 sampling the opinions of students, parents, and teachers on the subject of homework have revealed little change in attitudes. Subjects of the polls ranged from early elementary grades to seniors in high school. While results were not always consistent from study to study, it was generally agreed that as a student progressed from elementary school to high school, the amount of homework assigned increased significantly. In addition, several studies have indicated that the amount of student time spent working on homework assignments has increased markedly during the last 30 years. The most recent study (1977) indicated that high school mathematics teachers felt that when compared to previous students their current students did not discipline themselves to study and to do their homework. Administrators stated that homework for students at the fourth-grade level and above was warranted. While students did not favor homework, they felt that it helped them to achieve better grades. Parents strongly favored homework. (JD)

ED 159 195 TM 007 436

Massad, Carolyn Emrick, Ed.

Resource Notebook of Information for Assessment and Evaluation: Processes for T & E. No. 6 in a Series of Handbooks on Comprehensive Planning for Local Education Districts. The Evaluation Improvement Program.

Educational Testing Service, Princeton, N.J.
Spons Agency-New Jersey State Dept. of Education, Trenton.
Pub Date-Dec 77
Note-335p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Achievement Tests, Educational Assessment, *Educational Objectives, Efficiency, Elementary Secondary Education, *Information Sources, Needs Assessment, Program Development, *Program Evaluation, *Program Improvement, Program Planning, School Districts, *State Standards, Test Reviews, *Test Selection
Identifiers-New Jersey

This Resource Notebook is designed to help New Jersey school districts implement the state's Public School Education Act of 1975 which mandates a thorough and efficient (T & E) system of free public schools. The notebook is divided into three parts. Part I, the user's guide, discusses the purpose of data-based decision making, specifically what information is needed and who is involved. Part II focuses on five of the six steps of the T & E continuing assessment-planning-evaluation cycle. These five steps and their related chapters are (1) goal setting; (2) setting objectives and standards; (3) needs assessment; (4) program improvement/program selection; and (5) program evaluation. Part III, appendices, consists of selected references for assessment and evaluation. In appendix A, separate matrices match 243 measurement instruments to the 12 New Jersey Educational Outcome Goals and to variables of test administration and scoring. Informative non-evaluative descriptions of 175 tests that are relevant to one or more of the goals are also included. Appendix B contains statistical and sampling guidelines. Appendix C is a bibliography on test review sources and on educational measurement and evaluation. Concluding the notebook is a glossary and a directory of state and national sources of information and assistance in assessment and evaluation. (CP)

Safe, Effective Use of Pesticides, A Manual for Commercial Applicators: Control of Wood Destroying Pests.

Extension Service (DOA), Washington, D.C.; Michigan State Univ., East Lansing. Cooperative Extension Service.
Report No.-MSU-EB-E-1032-7b
Pub Date-Nov 76
Note-44p.; For related documents, see SE 024 681-693 and ED 152 516-517; Contains occasional light and broken type
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Agricultural Production, *Certification, *Disease Control, *Entomology, *Instructional Materials, Job Skills, *Pesticides, Post Secondary Education, *Safety
Identifiers-*Michigan, Pest Control

This manual is designed to assist pesticide applicators in the category of wood destroying organisms to meet the requirements of the Michigan Department of the Agriculture for certification. The 10 sections included describe: (1) Subterranean termites; (2) Dampwood termites; (3) Drywood termites; (4) Powder-post beetles; (5) Old house borer; (6) Wharf borer; (7) Ambrosia and bark beetles; (8) Carpenter ants; (9) Fungi attacking wood products; and (10) Inspection techniques. A list of self-help questions and instructions for completing the questions are at the end of the manual. (HM)

ED 158 639 HE 010 312

Cox, Roy

Formative Evaluation: Interpretation and Participation.

London Univ. (England). Inst. of Education.

Pub Date- 74

Note-14p.; This paper has been reproduced from Contemporary Issues in Educational Testing'' edited by Hans Crombag and Daton de Gruyter, Mouton, The Hague

Available from-University of London Institute of Education, UTMU, 55 Gordon Square, London WC1H 0NT, England

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Course Evaluation, Educational Improvement, Evaluation Methods, *Evaluation Needs, *Formative Evaluation, Higher Education, Informal Assessment, Student Attitudes, *Student Behavior, *Student Evaluation, Student Motivation, Student Participation, *Student Responsibility, Teaching Methods

Identifiers-Great Britain

An Approach to formative evaluation is described that attempts to actively involve students and explore the meaning of processes, activities, and performances in terms of the wide variety of students' perceptions and responses. When poor student performance is not attributable to lack of effort or ability, the need for a more personal understanding of the meaning of differential formative evaluation is important. Student evaluation needs to be seen within the broader social context of education and especially in relation to the psychology of adolescence. Two individual cases are discussed to illustrate this viewpoint. Different responses of students to particular types of assessment and problems concerning the interpretation of grades are covered. Research from Edinburgh on cue-consciousness'' discusses student expectations and performance and the importance of such behavior in understanding the meaning of formative evaluation. An evaluation study of a course for teachers in Medical General Practice is described to illustrate the need of students for both independence and freedom. The role of the student in course evaluation was not as consumer but as participant who had the responsibility for making the course valuable. Problems that arise in evaluation of student projects or guided work for some content areas make it important to explore individual responses and involve the students more. Student involvement in assessment anchors the learner more in the characteristics of the work rather than in the authority of the teacher. (SW)

ED 158 698 HE 010 450

Brazziel, William

Utilization of Manpower and Labor Market Data in College and University Planning: An Exploratory Study. Final Report.

Connecticut Univ., Storrs.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-NIE-G-77-0032

Note-94p.; May not reproduce clearly due to colored paper

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Case Studies (Education), *Change Strategies, *College Planning, *Data Analysis, *Educational Demand, Enrollment Projections, Evaluation Methods, *Higher Education, Institutional Characteristics, *Labor Market, Models, Multicampus Colleges, Needs Assessment, State Boards of Education, State Colleges

Identifiers-Minnesota, Montana, *Planning Methods, University of Wisconsin System

A small-sample exploratory investigation is reported that attempted to develop some initial insights regarding the uses of manpower and labor market data in new planning, the needs for new types and forms of data, the nature of program changes generated, and the needs for further research and development. Planning models and program change data were solicited from 76 selected institutions through a structured personal letter and a seven-point Likert scale with 24 possible policy initiatives. Seven institutions were then selected as representative of varied uses of labor market data in planning. Analyses of these institutions' data uses, program changes, and planning models constitute a section of this report entitled Policy Initiatives Utilizing Labor Market Data. That section is preceded by a section called Institutional Attributes containing statistical profiles of the several types of institutions in the sample and which tests the hypothesis that these schools are representative of most American colleges and universities. The bulk of the report is a section called Site Visits, followed by a section entitled Site Visit Theme Analysis. Site visits are reported for Alma College, Central Michigan University, Colorado Mountain College, University of Oregon, St. Cloud University, Washington Technical Institute, and Willamette University. Appended are excerpts from the Minnesota Higher Education Coordinating Board, the Montana Commission of Postsecondary Education, and the University of Wisconsin System. (LBH)

ED 158 870 PS 009 573

Gallimore, Ronald Tharp, Roland G.
KEEP Five-Year Summary Report.
Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.
Spons Agency-California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.
Pub Date-Mar 76
Note-9p.; For related documents, see PS 009 533-572
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Demonstration Programs, *Early Childhood Education, Educational Improvement, Guidelines, Hawaiians, Interagency Cooperation, *Research Design, *Research Projects, Research Utilization
Identifiers-Hawaii, *Kamehameha Early Education Program

This brief summary outlines the activities and findings of the research and development efforts of the Kamehameha Early Education Program (KEEP) from 1971 to 1976. The paper suggests that the original goals of the program were met and that the initial operating procedures agreed upon by KEEP and the Hawaii State Department of Education were followed throughout the 5-year period. The phasing of the program and the guidelines which shaped the research projects are described and some research findings are briefly summarized. (BD)

ED 158 909 RC 010 644

Murdock, Steve H. Leistritz, F. Larry

Social and Economic Effects of Large-Scale Energy Development in Rural Areas: An Assessment Model.

Pub Date-Aug 78
Note-49p.; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, California, 1978); Pages 15, 21, and 22 may not reproduce well due to small print size of original
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Computer Oriented Programs, Demography, *Development, *Economic Research, *Energy, Information Needs, Input Output Analysis, Interagency Cooperation, Local Issues, *Models, Place of Residence, *Program Planning, Rural Development, *Socioeconomic Influences, Taxes
Identifiers-*North Dakota

General development, structure, and uses of a computerized impact projection model, the North Dakota Regional Environmental Assessment Program (REAP) Economic-Demographic Assessment Model, were studied not only to describe a model developed to meet informational needs of local decision makers (especially in a rural area undergoing development), but also to assess elements essential to its development. The REAP model was designed to provide projections of economic, demographic, and fiscal effects of development at state, regional, county, and municipal levels for a 15-county area in western North Dakota where energy impacts were expected to be most important. The model includes variables such as business activity, personal income, employment, population by age and sex, school enrollments, housing requirements, public sector costs and revenues, and net fiscal balance. During 10 months in 1977, 45 different entities used the model for various aspects of planning and decision making. In general, the model was assessed as widely adaptable. Its development process points out factors essential to modelling efforts: models must address real informational needs, take advantage of local research expertise, be multidisciplinary, and be developed in an atmosphere of support from both state and university with a close working partnership between model developers and local data users. (RS)

Thomas, Donald W. Bachtel, Douglas C.

The Rural Turnaround in Ohio: Some Evidence Related to Implications.

Ohio Agricultural Research and Development Center, Wooster.; Ohio State Univ., Columbus. Dept. of Agricultural Economics and Rural Sociology.
Pub Date-Aug 78
Note-40p.; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, California, August, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Change Agents, *Community Attitudes, *Community Influence, Community Leaders, *Community Satisfaction, Migrants, *Migration Patterns, Population Trends, Relocation, Rural Population, *Rural Resettlement, Urban to Rural Migration
Identifiers-*Ohio (South)

Limited to residents of small towns, villages and the rural open country, the study assessed the implications of the rural turnaround in the southern Ohio counties of Athens, Gallia, Jackson, Meigs, and Vinton. All five counties experienced outmigration in the 1950s, and all but Athens County lost population through outmigration in the 1960s. In the turnaround period of 1970 to 1975, all counties but Athens experienced net inmigration. Questionnaires were mailed to 1,134 recent migrants to the area. A follow-up postcard was sent to non-respondents. Phone calls were then made to a sample of non-respondents. Data were obtained from 222 returned questionnaires and 99 migrants who were called. Questionnaires were also mailed to 50 community leaders from each county, except Athens; 191 questionnaires were completed. Among the findings were that 66.2% of the migrants saw their current residence as substantially better as a place to raise children than their previous one and about 40% saw housing, education and solid waste pick-up as worse; about 37% of the leaders felt that the migrants were responsible for the substantial rise in property values; over 72% of the leaders saw a substantial increase in the demand for water and sewage services; 31% of the leaders noted a substantial increase and 35% indicated a slight increase in business activity; and 7% of the leaders said the new residents had no effect on the community, 14% saw little effect, and nearly half did not feel strongly enough to comment at all. (NQ)

ED 158 967 SE 024 392

Trainor, Eugene F. And Others

1976 Science/Social Studies R&D. The Science/Social Studies Program of the Acton Public Schools: I. Scope and Sequence, II. New Units.

Acton-Boxborough School District, Acton, Mass.

Pub Date-Jul 76

Note-283p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Curriculum Guides, *Elementary Education, Evaluation, Instructional Materials, Learning Processes, Science Activities, Science Course Improvement Project, *Science Education, *Social Sciences, *Teacher Developed Materials

This publication is developed for grades K-6 as a curriculum guide for the Science/Social Studies Program. The introduction gives purpose and structure of program, format of each unit, sequence of each lesson and key to abbreviated organization or project titles. A map, which orders the units according to grade level and defines the skills, is presented. The major features of the program are: (1) General format for a lesson; (2) Skills and student behaviors; (3) Content; and (4) Evaluation. The content areas are: (1) Physical subsystems; (2) Biological subsystems; and (3) Human subsystems. The units are presented with the same format: (1) Table of Contents; (2) Overview; (3) Materials List; (4) Resources List; (5) Planning; and (6) Lessons. The elements of each lesson are: (1) Objectives or problems; (2) Skills and behaviors; (3) Materials; (4) Content; and (5) Evaluation. Five exemplary units are included: (1) Clay Boats Extended; (2) A Study of Friction; (3) Solutions and Crystals; (4) Weather; and (5) Swing, Sways and Pendulum. (HM)

ED 159 022 SE 024 802

Carey, Helen H., Ed.
Award Winning Energy Education Activities for Elementary and High School Teachers.
National Science Teachers Association, Washington, D.C.
Spons Agency-Energy Research and Development Administration, Oak Ridge, Tenn.
Report No.-ERHQ-0011
Pub Date-77
Note-52p.; Type size is small on some pages
Available from-ERDA Technical Information Center, P.O. Box 62, Oak Ridge, Tennessee 37830 (no price quoted)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Elementary Secondary Education, *Energy, *Energy Conservation, Environmental Education, Heating, *Instructional Materials, *Science Activities, Science Education, Solar Radiation

This publication contains descriptions of the winning entries to the National Science Teachers Association (NSTA) Teacher Participation Contest conducted in 1976. This was a nationwide contest for the design of activities around energy themes at any grade level, K-12. The ten winning entries described here are: (1) Energy Units for Primary Grades; (2) Aluminum Recycling Experiment; (3) Energy in Art and Energy is All Around Us; (4) Black Gold; (5) Energy, Economy, Education; (6) Local Investigation in Container Use; (7) Kill A Watt; (8) Idea: Designing an Energy-Efficiency House; (9) Solar Heating and Cooling; and (10) Living with Wind Power. Many of these winners are designed for the senior high school. Each one has included a brief summary of what the activity teaches, what the students do, and how the activity might fit into the existing curriculum. (MR)

McCabe, Ann E. Moriarty, Richard J.

A Laboratory/Field Study of Television Violence and Aggression in Children's Sports.

Pub Date-Mar 77

Note-23p.; Paper presented at the meeting of the Society for Research in Child Development (Biennial, New Orleans, Louisiana, March 1977)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Aggression, Anti Social Behavior, *Athletics, *Children, Prosocial Behavior, Reactive Behavior, Stimulus Behavior, *Television Viewing, *Violence

A study on the effect of viewing violence on television on childrens' behavior was conducted within the context of sport activity. Three sports baseball, hockey, and lacrosse were chosen. Teams of children from three different age groups were the subjects. Within each of the age levels in each sport, teams were selected and assigned to prosocial, antisocial, and control treatment conditions. Experimental television inputs were selected from available recordings of actual athletic events and edited to be relatively antisocial, prosocial, or neutral for the appropriate treatment groups. Observations of players' behavior included measures of physical, verbal, and nonverbal symbolic aggression, and prosocial behavior. The most notable finding was that exposure to prosocial media presentations appeared to consistently reinforce prosocial behavior on the part of the subjects. It is concluded that relationships that may exist between media aggression and viewer's aggression were not detected. Mean values for age and treatment conditions in each sport are presented in tabular form. (JD)

Lopez, Roberto Ramey, Gerald W.

Faculty Attitudes Toward Leadership in Post-Secondary Institutions.

Pub Date-78
Note-14p.; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Higher Education, *Institutional Administration, *Leadership, Leadership Styles, Literature Reviews, Management, *Organizational Climate, Power Structure, Teacher Administrator Relationship, *Teacher Attitudes, Theories, University Administration
Identifiers-McGregor (Douglas), Theory Y

Using the existing body of knowledge about both management and higher education, it is argued that the managerial climate surrounding professional level people should lean toward Douglas McGregor's Theory Y, a nonauthoritarian, nonautocratic style of leadership. A number of theories of leadership in organizations are brought into the discussion, and recommendations are made for further study. (MSE)

Lepchenske, George L. Harcleroad, Fred F.

Are Liberal Arts Colleges Professional Schools? A Restudy. Topical Paper No. 11.

Arizona Univ., Tucson. Office of Research and Study in Higher Education.
Pub Date-Jun 78
Note-38p.
Available from-Chairman, Committee on Higher Education, University of Arizona, 1415 North Fremont Avenue, Tucson, Arizona 85719 ($2.00)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Career Education, College Cooperation, *College Role, Cooperative Planning, Curriculum Development, Educational Change, General Education, Institutional Research, Interinstitutional Cooperation, *Liberal Arts, *Private Colleges, Research Projects, School Surveys, Shared Facilities, Shared Services, *Small Colleges, Undergraduate Study, Vocational Development

This study sought to identify and describe changes in curriculum programs and instructional systems occurring among a selected sample of small, private liberal arts colleges between 1969-70 and 1974-75. This study supports the prediction, based on a 1957 study by E.J. McGrath and C.H. Russell, that a pattern of course work combining a broad, liberal education with some initial vocational competence would become the pattern in American liberal arts colleges. Criteria for this study were drawn from the previous study and data were collected from the same institutions. Findings indicated that professionally/vocationally-oriented programs increased at an accelerated rate between 1900 and 1974 and that significant changes were found in curriculum and instructional systems. Alternative instructional systems in the expanded curriculum encouraged the learning of practical applications for the liberal arts disciplines. Social and cultural demands for curriculum changes and educational services created a need for interinstitutional cooperation between small, private liberal arts colleges. Shared facilities and faculties expanded capabilities and helped alleviate financial pressures. Information on program offerings of the surveyed schools is appended. (SW)

ED 158 891 PS 010 090

Serna, Emile

Pre-School Education in the Massif Central (France).

Council of Europe, Strasbourg (France). Committee for General and Technical Education.
Report No.-CCC/EGT-(77)-2-E
Pub Date-10 Jan 77
Note-45p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Classroom Environment, Community Attitudes, Educational Innovation, *Experimental Programs, Foreign Countries, Parent Participation, *Preschool Education, *Program Development, *Program Evaluation, *Rural Areas, *Teacher Role
Identifiers-*France

This paper lists and tentatively assesses three experiments in preschool education in rural areas in France, and outlines the Massif Central development program which draws extensively on these experiments. In Experiment I, a peripatetic teacher worked with young children, concentrating on speech activities in four different single-class schools. In Experiment II, part-time schooling was conducted in response to the desire of the local authorities to keep preschool education in their own geographic areas, and the parents' wish to spare their children the inconvenience of travelling to school. The teacher divides her work between two communes so that she travels instead of the children. The third experiment, the intermunicipal scheme at Margerides, is discussed in detail as it was central to the development of the Massif Central program. Origins of the experiment, its innovational aspects, reasons for choice of geographical location, and the educational, human, and material difficulties are discussed in detail. Solutions to these difficulties include providing beginning teachers with training appropriate to the task of teaching in a rural environment, using psychological persuasion and information to win over parents, teachers, and the local community, converting the physical environment to suit the purposes of the experiment, providing female attendants and transportation, and initiating parent involvement. Finally, theoretical proposals and reports focusing on the development of the Massif Central program are briefly discussed. Experimental schemes and projects currently underway are also listed. (CM)

ED 159 069 SE 024 937

Lawn Weed Control with Herbicides. Home and Garden Bulletin No. 123.
Agricultural Research Service (DOA), Washington, D.C.
Pub Date-Apr 71
Note-25p.; Contains occasional small print
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.15)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Agricultural Chemical Occupations, Agricultural Education, *Herbicides, Inservice Education, *Pesticides, Plant Science, Science Education, *Turf Management, *Weeds

Information and diagrams are given for identification and treatment of weed grasses and broadleaf weeds. Herbicides are suggested for use against each weed and instructions are given for proper application. Information is given for buying herbicides, and applying sprays and cleaning sprayers. (BB)

ED 159 092 SO 011 068

Wesley, Frank Wesley, Claire
Sex-Role Psychology.
Behavioral Publications, Inc., New York, N.Y.
Pub Date-77
Note-222p.
Available from-Human Sciences Press, 72 5th Avenue, New York, New York 10011 ($12.95 hardback, $6.95 paperback)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Androgyny, Behavior, *Comparative Analysis, *Females, Individual Development, Intellectual Development, Learning Processes, Literature Reviews, *Males, Modeling (Psychological), Psychological Characteristics, *Psychological Studies, Reinforcement, Sex (Characteristics), Sex Differences, *Sex Role, *Sex Stereotypes, Sexuality, Social Influences, Social Science Research

The book explores the psychological aspects of sex-role development and investigates various approaches which have been suggested to provide greater equality between females and males. Chapter one describes the psychology of women and identifies possible approaches toward integration of male and female characteristics. Chapter two discusses historically the hereditary and environmental theories of sex-role differences, and enumerates biological differences that exist at birth, as well as those that develop during growth. Chapter three explores sex-role differences at various developmental stages and relates how these differences become established through parents, teachers, and peers. Chapter four analyzes conditioning, reinforcement, and modeling as modes of learning. Chapter five compares the intellectual capacities of females and males and the differential rates of their intellectual development. Chapter six discusses the historical antecedents of the division of labor and analyzes the factors that motivate women to work. Chapter seven reviews theories and observational data about development of the sexual urge. Chapter eight discusses psychological tests to measure personality, attitudes, interests, and behaviors with respect to male-female differences. Chapter nine reviews changes in sex-role stereotyping during the last few decades. (Author/AV)

Reed, Arthea J. S.

Collaboration: A Review, Synthesis, and Analysis of the Literature and Research.

Florida State Dept. of Education, Tallahassee.
Pub Date-77
Note-99p.
Available from-Department of Education, Tallahassee, Florida 32304 (free)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Cooperation, Educational Anthropology, Educational Improvement, Educational Objectives, *Governance, Interinstitutional Cooperation, *Literature Reviews, *Teacher Centers, Teamwork

A discussion of the Teacher Education Center Act in Florida is presented within the framework of historical collaboration between different components united to achieve mutual objectives. The basic problems facing successful organization of teacher centers are seen as threefold: institutions of higher education believe that they hold the primary leadership role because of their historic prominence; teachers believe they should be the primary collaborators because of their practical experience and knowledge; and school administrators feel that their responsiblility for the accountability of what happens means they should have the primary role. This paper reviews and synthesizes the literature dealing with collaboration. Additionally, it explains the development of the collaborative effort in teacher education. The stated purpose of this study is to improve an understanding of collaboration and of the importance of it in the developmental history of teacher education with the aim of assisting in the evaluation of cooperative effort in teacher education centers. (JD)

Trifonovitch, Gregory
English as an International Language: An Attitudinal Approach.
Pub Date-78
Note-13p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Cultural Awareness, Cultural Differences, Cultural Interrelationships, Cultural Pluralism, *Discriminatory Attitudes (Social), *English (Second Language), *Ethnocentrism, Global Approach, *Language Attitudes, Language Handicaps, *Language Role, Multilingualism, Psycholinguistics, Sociocultural Patterns, Sociolinguistics

This paper deals with the cultural attitudes which one either learns or inherits as a speaker of English. It is a discussion of the attitudes observed as a student of English, in the use of English as an international and auxiliary language, and in the teaching of English as a second language. As English becomes an international language, condescending attitudes can be very clearly observed in international conferences where English is the medium of communication. Those who gain admittance to the conference only through their native ability to speak the international language, but who have not as yet developed an international "mind" or "personality," become very obvious through their ethnocentric, monolingual, and monocultural attitudes. This paper attempts to demonstrate to educators that the attitudes that are developed as one learns English are just as important as learning the language itself. The psychological and cultural aspects of learning English as an international auxiliary language are stressed. (Author/NCR)

ED 158 720 IR 006 174

Asay, Calvin S. Schneider, Edward W.

Color-Blindness Study: Color Discrimination on the TICCIT System.

Brigham Young Univ., Provo, Utah. Inst. for Computer Uses in Education.
Spons Agency-Mitre Corp., McLean, Va.; National Science Foundation, Washington, D.C.
Report No.-ICUE-TR-6
Pub Date-Apr 74
Contract-C-179
Note-39p.; Institute for Computer Uses in Education Series; For related documents, see IR 006 177, 178 and IR 006 180-183
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Color, Color Presentation, *Computer Assisted Instruction, Display Systems, *Educational Research, Higher Education, Man Machine Systems, *Visual Discrimination, *Visual Perception
Identifiers-*TICCIT Computer System

The question studied whether the specific seven TICCIT system colors used within color coding schemes can be a source of confusion, or not seen at all, by the color-blind segment of target populations. Subjects were 11 color-blind and three normally sighted students at Brigham Young University. After a preliminary training exercise to acquaint the subjects with the TICCIT terminal, keyboard, and use of the systems's colors, subjects completed a color coding test which required them to match color coded responses with color stimuli. Students were then given a short questionnaire to assess color presentation preferences. A subject error in the test was defined as a color coding response different than the stimulus color given. Confusibility of the seven TICCIT system colors was determined by subject color coding errors tallied into a color combination matrix. Task and questionnaire results indicated confusion among color-blind subjects in green-yellow, white-cyan, and red-black color coding combinations, while normally sighted subjects had no real trouble with any of the combinations. In addition, color-blind students felt that color was desirable in instruction if used sparingly and logically. (CMV)

ED 158 766 IR 006 370

Collection Analysis in Research Libraries. Minutes of the Meeting (91st, Annapolis, Maryland, October 26-27, 1977).

Association of Research Libraries, Washington, D.C.
Pub Date-Oct 77
Note-117p.; For related document, see IR 006 369
Available from-Association of Research Libraries, 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036 ($5.00 per issue)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Annual Reports, Committees, *Conference Reports, Library Acquisition, *Library Associations, *Library Collections, Library Planning, *Research Libraries, Speeches, University Libraries
Identifiers-Academic Libraries, *Collection Analysis Project

The minutes of the October 26-27, 1977 meeting of the Association of Research Libraries (ARL) include the texts of the following presentations on collection development and analysis in research libraries: A Faculty View of Library Collection Development,'' Harry J. Dell; Issues Encountered in the Collection Analysis Project,'' Jeffrey J. Gardner; A Concept of Collection Analysis and Development,'' Duane E. Webster; Collection Analysis in a Decentralized System,'' Jay Lucker; Planning Growth in an Emerging Research Library,'' Donald Koepp; Analyzing A Large, Complex Research Collection,'' Sheila Dowd; and Twenty Years of the Council on Library Resources'' (Keynote Address), William Dix. The majority of the presentations emphasize the Collection Analysis Project (CAP) undertaken by the Office of Management Studies. Minutes from the business meeting, committee and special reports, and lists of ARL officers, board of directors, committees, and membership conclude the report. (JPF)

ED 158 809 JC 780 467

Mark, Sandra Fay

Faculty Evaluation Systems: A Research Study of Selected Community Colleges in New York State.

State Univ. of New York. Faculty Council of Community Colleges.

Pub Date-Nov 77

Note-152p.; Parts may be marginally legible

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors-Administrator Attitudes, Community Colleges, Evaluation Criteria, *Evaluation Methods, *Faculty Evaluation, *Guidelines, *Junior Colleges, Literature Reviews, Objectives, Peer Evaluation, Questionnaires, Self Evaluation, State Surveys, Student Evaluation of Teacher Performance, Teacher Attitudes

Identifiers-New York

The objectives of this study were to examine the theoretical foundations and applied practices of faculty evaluation within selected community colleges in New York state. A review of the literature on evaluation systems in higher education provided history, background, and a theoretical framework for faculty evaluation procedures, clarified the problems and goals in evaluation, and considered previous research on evaluation effectiveness. Four community colleges were selected for an in-depth study of applied practices on the basis of geographic region, size of college and uniqueness of evaluation components. The results of extensive interviews and two written questionnaires, which were used to elicit information from presidents, academic deans or vice presidents, division and/or department chairpersons and faculty members, are summarized separately for each campus. Guidelines for faculty evaluation developed on the basis of the findings are presented in the following areas: faculty involvement, purposes of evaluation, flexibility, comprehensive input, peer evaluations, problems with peer evaluators, student evaluations, self-evaluation, evaluating the evaluation process, followup and feedback, individualization, care in hiring practices, performance and outcome measures, class visitations, and institutional climate. A bibliography, survey forms and supporting documentation are included. (Author/MB)

ED 158 995 SE 024 690

Safe, Effective Use of Pesticides, A Manual for Commercial Applicators: Public Health Pest Control.

Extension Service (DOA), Washington, D.C.; Michigan State Univ., East Lansing. Cooperative Extension Service.

Report No.-MSU-EB-E-1032-8
Pub Date-Dec 76
Note-143p.; For related documents, see SE 024 681-693 and ED 152 516-517; Contains occasional light and broken type
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Certification, *Disease Control, Entomology, Environment, *Instructional Materials, Job Skills, *Pesticides, Post Secondary Education, *Public Health, Safety, Zoology
Identifiers-*Michigan, *Pest Control, Vertebrates

This manual is designed to assist public health pest control officials in meeting the certification required under the Michigan Pesticide Control Act of 1976. The four sections included describe: (1) Insects of public health significance in Michigan; (2) Other arthropods that affect man; (3) Swimmers' itch parasite and snail host; and (4) Vertebrate pests. Section one discusses how insects affect man. Section two describes how mites, spiders and ticks affect humans. Section four discusses bats, norway rats, house mice, trapping rodents, baits and baiting, types of rodenticides, bird pests, and trapping birds. A list of self-help questions and instructions for completing the questions are presented at the end of each section. (HM)

ED 159 175 TM 007 317

Madey, Doren L.

The Evaluator's Perspective: Evaluating the State Capacity Building Program.

National Testing Service, Inc., Durham, N.C.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Feb 78

Contract-400-76-0166

Note-49p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Cost Effectiveness, Data Analysis, Data Collection, *Evaluation Methods, Federal Programs, Grants, *Information Dissemination, Information Networks, *Methods Research, Program Evaluation, *Research Design, Research Methodology, State Departments of Education, *State Programs

Identifiers-*Qualitative Research, *Quantitative Research

A historical antagonism between the advocates of quantitative evaluation methods and the proponents of qualitative evaluation methods has stymied the recognition of the value to be gained by utilizing both methodologies in the same study. The integration of quantitative and qualitative methods within a single evaluation has synergistic effects in the three major phases of design, data collection, and analysis. An ongoing study, the evaluation of the State Capacity Building Grants Program in educational dissemination, is used to illustrate the benefits obtained by integrating methods during the design, data collection, and analysis phases. The examples underscore that timing considerations are of major importance to the management of an evaluation which seeks to benefit from both methodologies. Three time sequences are possible: qualitative methods can precede, follow, or proceed concurrently with quantitative methods. The costs involved in such a methodological marriage are also explored. For longitudinal evaluations, the benefits seem to outweigh the costs. The integration of methods offers enormous potential for improving evaluation strategies. (Author/CP)

ED 158 659 HE 010 363

University of Alaska, Southeast, Self-Study. A Report for the Northwest Association of Schools and Colleges Commission on Colleges.

Alaska Univ., Juneau. Southeastern Region.

Pub Date-Aug 77

Note-163p.

Available from-Office of Public Relations, University of Alaska, P.O. Box 1447, Juneau, Alaska 99802

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors-College Administration, College Faculty, College Planning, College Students, Decentralization, *Delivery Systems, Educational Assessment, Higher Education, *Institutional Research, Junior Colleges, *Multicampus Colleges, Research Projects, *Self Evaluation, State Colleges, *State Universities, Student Personnel Services

Identifiers-*Institutional Evaluation, *University of Alaska

The Southeastern Region of the University of Alaska system, one of three major administrative and instructional divisions established by the Board of Regents, is examined in this self-report. The regional concept provides for the delivery of instruction, research, and public service programs of the university to the area's sparsely-distributed population. This report reviews several aspects of the colleges in the region, including: institutional objectives and statement of purposes; finance; physical plant, materials, and equipment; library; educational program; instructional staff; administration; special services and activities; research; and graduate programs. Student issues discussed include: admissions, registrar, orientation, advisement counseling and testing, financial aid, book store, housing and food services, health services, extracurricular activities, athletics, placement, and alumni relations. A list of reference documents to self-study is appended. (LBH)

ED 158 743 IR 006 303

Bres, E. And Others
Costs and Their Assessment to Users of a Medical Library, Part II: Recovering Costs from Service Usage.
Texas Univ., Austin. Center for Cybernetic Studies.
Spons Agency-National Library of Medicine (DHEW), Bethesda, Md.
Report No.-CCS-RR-302
Pub Date-Jul 77
Grant-LM02333
Note-38p.; For related documents, see IR 006 302, 304-305
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Fees, Library Administration, Library Expenditures, *Library Services, *Mathematical Models, *Medical Libraries, *Program Budgeting, *Program Costs, Use Studies
Identifiers-*Cost Assessment

Part II of the study describes a model for associating one portion of total library costs with use; the model's output is a set of charges that can be used to recover (justify) these usage-based costs. Algebraic formulations constructed and combined to form the model are a set of service charges that may vary by user type and recover out-of-pocket costs and some variable portion of support costs. Provision is also made for a per capita charge on the user population to recover any variable support costs that are not recovered through the service charges. These algorithms were first used to develop a static model of cost recovery dealing with only a single time period to meet one period budget, and then adapted to illustrate how it can be used to cover multiple time periods. The model was run using an estimated line item budget, and generated overall usage data by institution, unity charges output, consequent usage-based assessments to each institution by service, and the total assessments. The non-variable or fixed support costs that are to be recovered through fees charged to institutions housing groups of members are modeled and analyzed in Part III. (Author/JPF)

ED 158 789 JC 780 437

Parsons, Ralph

The Effect of Playing a Logic Game on Student Learning in Physics.

Pub Date-Jun 78

Note-21p.; Ed.D. Practicum, Nova University

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Cognitive Development, Cognitive Measurement, Cognitive Processes, Community Colleges, *Educational Games, *Junior Colleges, *Logic, Logical Thinking, *Physics, Physics Instruction

Identifiers-Master Mind (Logic Game)

The effect of playing a logic game, Master Mind, on student learning in physics was examined in this study. An experimental group of 16 Electronics Engineering Technology students played the game during class one hour per week for seven weeks. A control group of nineteen students took the course without playing the logic game. Results showed that use of the logic game developed reasoning ability to the extent that the experimental group performed better on physics exams than the control group. Because of the abstract nature of physics, understanding requires formal operational thought, however many college students are still in the concrete operational stage. Transition into the formal stage is possible if the student encounters problems requiring formal level thought while dealing with concrete objects. The logic game used in this study provided the student with non-verbal, non-mathematical, concrete experiences with hypothesis testing and control of variables. Physics laboratory exercises are analogous to the logic game in that they also require formal level thought. Further study is recommended to verify the value of the logic game as an aid to cognitive development. (TP)

ED 158 829 JC 780 494

Nelson, Hilding E.

Competency-Based Teacher Education for Community College Instructors: A Partly Self-Instructional Staff Development Program.

Mount San Jacinto Coll., San Jacinto, Calif.
Pub Date-Apr 78
Note-16p.; Program materials described in this document are available from the Multimedia Office, Mt. San Jacinto College, 21400 Highway 79, San Jacinto, California 92383
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Autoinstructional Programs, College Faculty, Community Colleges, Inservice Teacher Education, *Junior Colleges, Learning Modules, Multimedia Instruction, *Part Time Teachers, *Performance Based Teacher Education, Program Descriptions, Staff Improvement

This paper outlines the basic structure, content, and organization of the Competency-Based Teacher Education (CBTE) program developed for part-time community college instructors at Mount San Jacinto College. Trainees in the program meet in five to seven three-hour class sessions over a typical sixteen-week time span. Sessions are usually spaced with a two-week interval between sessions 1 and 2, and four weeks between sessions 2 and 3, 3 and 4, and 4 and 5; subsequent sessions are spaced according to class convenience. Between the group sessions, trainees complete a total of ten self-instructional lessons, consisting of a filmstrip, audiotape, and worksheet, and requiring 80-120 hours of trainee time. The contents of the course provide trainees with material and activities to learn the elements of course and lesson planning, preparation and use of student evaluation items, techniques for selecting and using instructional aids, how to organize and manage classroom settings, and how to obtain and utilize resources at their particular college. The basic CBTE instructional package includes the ten self-instructional multimedia lessons, two group multimedia lessons, an instructors guide and the trainee's study syllabus. Appendices in this report include: CBTE course operational schedule for group and interim sessions, an instructional parcel checklist, broad areas of competence required to complete the course, and a CBTE course structure flowchart. (MB)

ED 158 850 PS 009 553

Gallimore, Ronald And Others

The Effects of Elaboration and Rehearsal on Long-Term Retention of Shape Names by Kindergarteners. Technical Report #31.

Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.

Spons Agency-California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.

Pub Date- 74

Note-16p.; For related documents, see PS 009 533-552 and PS 009 554-573

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Demonstration Programs, Early Childhood Education, Educational Improvement, Hawaiians, *Kindergarten Children, *Mediation Theory, *Recall (Psychological), Research, Retention, Time Factors (Learning), *Training Techniques

Identifiers-Hawaii, *Kamehameha Early Education Program

This paper examines the use of elaboration and overt rehearsal as strategies for increasing kindergarten children's retention and recall of shape names. The study is part of a large scale investigation concerned with improving the school achievement of Hawaiian and part-Hawaiian children. Twenty-four kindergarten children enrolled in a demonstration school of the Kamehameha Early Education Program(KEEF) participated in the study. Each child was assigned to one of three treatment conditions: (1) elaboration, in which a shape name was associated with a common object and included in a story; (2) rehearsal; in which the child repeated the shape name until a new shape was introduced; and (3) control, in which the child was asked to trace the shape and say its name. Recall was examined immediately after training, two hours later, and one week later. Results indicated no significant differences between the groups on immediate recall. Elaboration subjects, however, had superior recall on the long-term (one week later) test. Across groups, subjects' scores were positively related to IQ and to number of acquisition trials, and negatively related to delay of testing after training. The educational implications for using elaboration as an instructional strategy are discussed. (BD)

ED 158 871 PS 009 840

Sigel, Irving E. Saunders, Ruth

An Inquiry Into Inquiry: Question-Asking as an Instructional Model.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-77
Note-42p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Cognitive Development, Cognitive Processes, Discovery Learning, Early Childhood Education, *Inquiry Training, *Learning Processes, *Learning Theories, *Preschool Education, Problem Solving, *Questioning Techniques, Teaching Models, *Teaching Techniques, Verbal Communication
Identifiers-*Distancing Strategies

The purpose of this paper is to present a conceptual basis for advocacy of an inquiry-based instructional model. Focusing on the teacher as inquirer, the paper discusses the nature of inquiry, presents its conceptual framework and describes in detail the use of question strategies in the preschool program. The definition of inquiry analyzes structure and function of the question, particularly manifest and latent message levels. Discussion of the conceptual basis examines concepts of distancing (from the immediate behavioral environment), tension and discrepancy, relating resolution of discrepancy to cognitive growth. Types of distancing behaviors are described, with specific examples given of basic questioning strategies for the preschool classroom. Tentative conclusions point to the consistency of the concepts and rules presented with certain current theories of cognitive growth. (BF)

ED 158 927 RC 010 682

Ross, Peggy J. Hines, Fred K.

Use of Composite Indexes to Assess Social Well-Being in U.S. Counties.

Pub Date-78
Note-28p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Comparative Analysis, Demography, *Differences, Family Status, Metropolitan Areas, Pathology, Physical Health, Quality of Life, *Regional Characteristics, *Research Methodology, Rural Areas, *Rural Urban Differences, Social Factors, *Social Indicators, Socioeconomic Status, *Statistical Analysis

A reliable system of social indicators reported as composite numerical indexes has utility for both research and policy purposes. Composite indicators can summarize the broad and abstract conditions of well-being which cannot be readily described with a single indicator or series of single indicators. They provide simple, readily interpretable pictures of variations in well-being across the nation. Based on selected 1970 Census and Vital Statistics data, four composite indexes to describe social well-being were developed; socioeconomic status, health status, family status, and social pathology formed the constructs underlying the indexes. Utility of the indicators was demonstrated with an analysis of metro-nonmetro and regional differences in social well-being in 3,097 counties across the nation. Large metro-nonmetro differences were shown for socioeconomic status and health status, but little difference in family status and social pathology was observed. Regionally, socioeconomic status, health status, and family status were highest in the North and West and lowest in the South. Social pathology was highest in the West and lowest in South and North Central counties. Methodology described includes data selection, principal components analysis, derivation of factor scores, and conversion of the index to a common scale. (DS)

ED 159 046 SE 024 880

Stapp, William B., Ed.

From Ought to Action in Environmental Education. A Report of the National Leadership Conference on Environmental Education (Washington, D.C., March 28-30, 1978).

Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

Pub Date-Jun 78

Note-100p.; Paper presented at the National Leadership Conference on Environmental Education (Washington, D.C., March 28-30, 1978) sponsored by the Alliance for Environmental Education; Contains light and broken type

Available from-Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($3.00)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-*Conference Reports, *Environmental Education, Information Dissemination, Meetings, *National Programs, Reports, Science Education, *Speeches, *State Legislation, Teacher Education

This report is an account of the 1978 National Leadership Conference on Environmental Education held in Washington, D.C. in March. The major purposes of the conference were to review recommendations of past environmental education conferences, assess the present situation in environmental education in the United States, and develop a clear set of recommendations to further environmental education in the United States. Furthermore, every recommendation approved at this meeting includes a coordinated implementation plan with reasonable timelines, assigned responsibilities, and established monitoring procedures. This Conference Report is organized in chronological order and includes plenary meeting presentations, recommendations from the working groups, and samples of the State environmental education legislation. Topics under consideration by the working groups include teacher inservice education, accessibility and dissemination of materials, state level networking and legislation, and the federal role in national environmental education strategy. A list of conference participants is included. (Author/MA)

Doersch, R. E. And Others
Pest Control in Corn and Soybeans: Weeds - Insects - Diseases.
Wisconsin Univ., Madison, Univ. Extension.
Pub Date-Jan 74
Note-30p.; Not available in hard copy due to colored pages throughout entire document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Agricultural Chemical Occupations, Agricultural Education, *Corn (Field Crop), *Disease Control, *Field Crops, Herbicides, Insecticides, *Pesticides, Science Education
Identifiers-*Soybeans

This document gives the characteristics and application rates for herbicides used to control annual weeds in corn, annual and perennial broadleaf weeds in corn, quackgrass and yellow nutsedge in corn, and annual weeds in soybeans. It also gives insecticide use information for corn and soybeans. A brief discussion of disease control in corn and soybeans is also included. Finally, information is given on calibrating and cleaning sprayers and granular applicators and on safe pesticide use. (BB)

ED 159 131 SP 012 434

Ching, Doris M.
The Honolulu District Inservice/Preservice Teacher Education Center.
Pub Date-77
Note-25p.; For related document, see SP 012435
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Cooperative Planning, Curriculum Development, Field Experience Programs, *Inservice Teacher Education, *Interinstitutional Cooperation, Internship Programs, *Preservice Education, *School Community Cooperation, Student Experience, *Teacher Centers
Identifiers-University of Hawaii

The major components of the Teacher Education Center Project at the University of Hawaii in Manoa are preservice, inservice, and community. The preservice component includes a team of nine interns who participate in a rigorous, field-based program designed to provide them with extensive experiences in the school, classroom, and community.

Supervision and leadership are provided by a team leader. University courses are conducted on-site at an intermediate school by professors who field-test new educational designs and redesign courses to meet specific needs and interests of the school. The inservice component is administered by a coordinator who develops a program relevant to the needs and direction of the school. The program offers courses, workshops, and activities to teachers, interns, educational assistants, community personnel, and administrators. Community involvement is facilitated by a coordinator who assists in conducting school and community needs assessments, and in designing, developing, and implementing a program to meet the designed needs. The report on this project demonstrates: (1) procedures for developing an inservice/preservice teacher education center; (2) cooperative decision making of the university and the school in determining content procedures, and cost of the center; (3) development and improvement of teaching competencies of interns and experienced teachers; (4) feasibility of use of interns to provide released time for experienced teachers to engage in inservice activities; and (5) improvement of curriculum and development of instructional materials relevant to needs of the students in the schools. (JD)

ED 158 947 RC 010 724

Reid, J. Norman And Others

Federal Outlays in Fiscal 1976: A Comparison of Metropolitan and Nonmetropolitan Areas. Rural Development Research Report No. 1.

Economics, Statistics, and Cooperatives Service (DOA), Washington, D.C.

Pub Date-Aug 78

Note-71p.; Not available in hard copy due to small print size of original

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Capital Outlay (for Fixed Assets), Community Development, Comparative Analysis, Federal Aid, *Federal Government, Fiscal Capacity, Geographic Regions, Housing, Human Resources, Industrialization, Law Enforcement, *Metropolitan Areas, National Defense, Natural Resources, *Program Costs, Resource Allocations, *Rural Areas, Statistical Data

Using data from the ``Federal Outlays'' published by the Community Services Administration, data on federal outlays in metropolitan and nonmetropolitan counties for fiscal 1976 were analyzed. The outlays programs were divided into seven major program area categories: human resource development, housing, community and industrial development, agriculture and natural resources, defense and space, justice and law enforcement, and general functions and government administration. In addition to data previously reported in annual Presidential reports on government services to rural America, data on about 400 outlays program categories were added. For the most part, the new programs involved direct federal government operations rather than assistance to state and local governments. Several programs reflecting federal administrative and procurement expenses were also included. Of the $385.2 billion in federal government outlays reported by the Community Services Administration for fiscal 1976, $314.5 billion were traced to individual counties. Over 76% of these outlays were made in metropolitan counties. Since the population in metropolitan counties in 1975 comprised 72.8% of the U.S. total, per capita federal outlays were higher in metropolitan areas ($1,555) than in nonmetropolitan areas ($1,271). Regionally, per capita outlays were highest in the West ($1,887) and South ($1,599) and below average in the Northeastern ($1,323) and North Central ($1,192) regions. For all regions, per capita outlays were highest in declining metropolitan counties and lowest in growing nonmetropolitan counties. (AUTHOR/NQ)

ED 158 968 SE 024 455

Sciences: A Select List of U.S. Government Produced Audiovisual Materials - 1978.

National Archives and Records Service (GSA), Washington, D.C. National Audiovisual Center.

Pub Date-78

Note-53p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Audiovisual Aids, *Catalogs, Elementary School Science, Elementary Secondary Education, Films, *Instructional Materials, *Reference Materials, Science Education, *Sciences, Secondary School Science

This publication is a catalog that contains the National Audiovisual Center's materials on Science. There are twelve areas in this catalog: Aerospace Technology, Astronomy, Biology, Chemistry, Electronics and Electricity, Energy, Environmental Studies, Geology, Mathematics and Computer Science, Oceanography, Physics, and Weather/Meteorology. Each area is subdivided into many titles, and each entry contains all the information pertinent to the particular title. Rental and purchase policies are stated at the end, together with a producer/sponsor codes list. A title index is also supplied. (GA)

ED 159 023 SE 024 815

Fortner, Rosanne White

Experiences Related to Oceanic Knowledge and Attitudes of Tenth Grade Students in Virginia.

Pub Date-Jun 78
Note-130p.; Ed.D. Dissertation, Virginia Polytechnic Inst. and State University; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Doctoral Theses, Earth Science, *Educational Research, Knowledge Level, *Marine Biology, *Oceanology, Science Education, Secondary Education, *Secondary School Science, Student Attitudes, *Surveys
Identifiers-Research Reports, Virginia

The Survey of Oceanic Attitudes and Knowledge (SOAK) was developed as a method of measuring knowledge and attitudes of tenth grade students and relating those attributes to the students' marine experiences. Fifteen coastal and fifteen inland schools in Virginia were randomly selected as sources of subjects for the study. Analyses of data from 787 tenth grade respondents revealed a statewide knowledge level of about fifty per cent with regard to the marine topics covered by 63 items across three forms of the knowledge survey. Attitudes toward a variety of marine issues were shown to be moderately positive. The relationship between certain demographic variables and the dependent variables of marine attitudes and knowledge was examined. For knowledge, the results indicated the main effects of race, and residence, and interaction between residence and sex. Attitude scores revealed main effects of race only. On the basis of this study, the author recommended that more marine information be included in existing curricula to foster the development of a marine-literate citizenry. (Author/MA)

ED 159 112 SO 011 126

Citizen Education Behavior Variables: Final Report. Part B: Colloquium Transcript.

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-31 Jul 78
Note-209p.; For related documents, see SO 011 124-130; Not available in hard copy from EDRS due to poor ink density in original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Affective Objectives, Behavior, Behavioral Objectives, *Citizen Participation, *Citizenship, *Civics, Cognitive Objectives, Conference Reports, Cultural Pluralism, Educational Environment, Educational Needs, *Educational Objectives, *Educational Psychology, Elementary Secondary Education, Global Approach, Individual Needs, Political Science, *Political Socialization, Program Descriptions, Psychology, Skill Development, Social Influences, Socialization, Values
Identifiers-*Citizenship Education

This document contains papers and proceedings from a colloquium in May, 1978, on citizen education objectives. The first paper, by Judith V. Torney, stresses the need to relate global concepts to citizenship and to objectives for citizen education. Torney also suggests that a citizenship education program should consider average ages at which children have various kinds of skills and abilities. Comments on Torney's paper by colloquium participants emphasize the need to relate psychological studies of citizen education to political science and sociological literature. The second paper, by Byron G. Massialas, analyzes definitions of citizen education and describes a high school program to involve students in decision making. Discussion of Massialas' paper focuses on problems of making models for citizen education programs on the basis of one case study and the need to differentiate types of political participation. The discussion concludes with the recommendation that citizen education programs be developed in concordance with value systems at home and school and that they consider individual and social needs. (Author/DB)

ED 159 196 TM 007 438

Pine, Steven M.

Applications of Item Response Theory to the Problem oF Test Bias.

Spons Agency-Office of Naval Research, Washington, D.C. Personnel and Training Branch.
Pub Date- 76
Contract-N00014-76-C-0244
Note-11p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Complexity Level, *Culture Free Tests, Factor Analysis, *Item Analysis, Racial Differences, Secondary Education, *Test Bias, Test Construction, *Test Items, *Theories, Verbal Tests
Identifiers-*Classical Test Theory, *Item Characteristic Curve Theory, Latent Trait Theory

Latent trait theory is used as a basis for a definition of item bias, and an experiment is described in which a test of vocabulary items was not found to be biased when administered to two groups of high school students, one group of 58 black students and the other 168 white students. The experiment for the detection of bias began with separate factor analyses of 45 verbal items for each of the two groups of students. Both analyses were judged to show that the set of items was unidimensional. Then scatter plots were made comparing item difficulty parameters for the two groups. The scatter plot was judged to be linear which was taken to mean that none of the items were biased. Examples of these items are given. The author believes that classical test theory is inadequate for the detection of bias in test items and prefers the three-parameter item characteristic curve model for that puppose. (CTM)

ED 158 640 HE 010 317

Orton, F. J.

Resource Allocation Within Universities. Occasional Paper 3. SDU Staff Development in Universities Programme.

London Univ. (England). Inst. of Education.
Pub Date-27 Feb 74
Note-22p.; Based on a seminar, February 27, 1974
Available from-University Teaching Methods Unit, University of London Institute of Education, 55 Gordon Square, London WC1H 0NT, England
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Administrative Organization, Budgeting, College Planning, Cost Effectiveness, Economic Factors, *Educational Assessment, *Educational Finance, Faculty Workload, Higher Education, *Needs Assessment, *Resource Allocations, *Student Teacher Ratio, University Administration
Identifiers-Formula Budgeting

Resource allocation in universities is analyzed based on economic theory and a theory of organizational behavior in universities. Basic methods of reaching decisions regarding allocation are intuition and numbers and combinations of the two. The intuitive method assumes a university committee can judge its needs. The numerical method employs a measure such as the number of students. Numbers strongly tempered by intuition is the method emphasized. A university's financial situation determines which method is used. Numerical measures of staff needs include contact hours/job analysis, student load, staff/student ratio, and student load by size of department. A formula for computing staffing needs, the Orton line approach, and a comprehensive formula are discussed. Alternative methods for resource allocation are to make comparisons between universities and to make comparisons over time. Two types of reallocation, readjustment and major change, are discussed. It is preferable to base resource allocation on the number of students rather than on a measure of staff work. (SW)

Collier, Stephen N.
Influencing the Distribution of Physicians: Manpower Policy Strategies. Issues in Higher Education. Series No. 13.
Southern Regional Education Board, Atlanta, Ga.
Pub Date-78
Note-9p.; Parts may be marginally legible due to print quality
Available from-Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia 30313
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Change Strategies, *Geographic Distribution, Health Personnel, *Health Services, Higher Education, *Manpower Needs, *Medical Education, Medical Services, Needs Assessment, *Physicians, Primary Health Care, Regional Planning, *Rural Areas, Rural Urban Differences, Southern States, State Action

The great disparity in the geographic and specialty distribution of health manpower, particularly physicians, and strategies to resolve the maldistribution problems are addressed. Rural areas do not have an adequate supply of qualified health manpower, and almost one-third of the nation's critical health manpower shortage areas are in southern states. Data are presented on the ratios of physicians to civilian population and the percentage of physicians in primary medical care. Strategies for influencing the distribution of physicians are directed to the selection and education of medical students and residents in training, and others relate to fiscal policies and community recruitment activities after training. Strategies involve money, policies and procedures, program development, or changes in laws. The state government holds the power to modify licensure laws, provide scholarships and loans, fund residency training programs in family practice, fund Area Health Education Centers, and influence reimbursement schedules. A combination of policies and incentives coordinated in an overall plan by the state is needed to deal with the problems of physician distribution. (SW)

Promoting Student Learning in College by Adapting to Individual Differences in Educational Cognitive Style. Final Evaluation Report.

American Coll. Testing Program, Iowa City, Iowa.
Spons Agency-Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Pub Date-Dec 77
Note-68p.
Available from-The American College Testing Program, Iowa City, Iowa
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Cognitive Processes, *Cognitive Style, *College Instruction, Evaluation Methods, Higher Education, *Individual Differences, *Individualized Instruction, Intermode Differences, Learning Characteristics, Learning Modalities, Measurement Instruments, Models, Program Evaluation, *Student Improvement, Tables (Data)
Identifiers-Macomb County Community College MI, Michigan State University, Oakland Community College MI

Two postsecondary institutions in Michigan, Macomb County Community College and Michigan State University, participated in a two-year program that attempted to implement and evaluate a set of procedures developed for measuring and mapping each student's educational cognitive style and using the resulting maps to individualize educational programs to accommodate students' styles. Based on a program developed by Joseph E. Hill of Oakland Community College in Michigan, the project specified four objectives: (1) to develop and test procedures for the measurement of the 32 dimensions of Hill's model of educational cognitive style; (2) to train faculty and staff of the participating institutions to understand the model; (3) to assist these trained faculty members in developing and carrying out plans for implementing cognitive style mapping procedures in making educational decisions in their individual courses; and (4) to plan and carry out systematic evaluations of the effect of the mapping procedures and data on educational outcomes in each setting. The project results did not establish the existence of significant relationships between the use of cognitive style measures and data on educational outcomes. Study results are presented in numerous tables and an appendix contains the reports of the evaluation advisory panel. (JMD)

Slattow, G., Ed.
Demonstration of the PLATO IV Computer-Based Education System. Final Report. January 1, 1972-June 30, 1976.
Illinois Univ., Urbana. Computer-Based Education Lab.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Mar 77
Contract-NSF-C-723
Note-412p.
Available from-Computer-Based Education Research Laboratory, University of Illinois, Urbana, Illinois ($7.70)
EDRS Price MF-$0.83 HC-$22.09 Plus Postage.
Descriptors-College Programs, *Computer Assisted Instruction, *Curriculum Development, Elementary School Mathematics, Formative Evaluation, Higher Education, *Instructional Design, Interinstitutional Cooperation, Man Machine Systems, Networks, On Line Systems, Publications, Reading Instruction, *Systems Development, Tables (Data)
Identifiers-*PLATO IV

This report for the period January 1, 1972 to June 30, 1976 describes a program conducted to reach the following major objectives: (1) to develop, test, and operate a large geographically dispersed PLATO IV network; (2) to implement an educational program involving educational liaison, teacher/author training, curriculum planning, and materials development; (3) to carry out a two-year field test and demonstration; and (4) to develop plans and strategies and assist in a systematic evaluation of the educational effectiveness of the PLATO IV system. Chapter 1 gives a brief account of PLATO history, a summary of the program, and a discussion of the results and their implications. Chapter 2 describes the methods by which the PLATO Service Organization provides author training, liaison, documentation, and other services to a large user community. Chapter 3 provides evaluation of system reliability, performance, use, and educational effectiveness, and presents a detailed case study in elementary mathematics. The next two chapters describe experience in the use of PLATO in mathematics and reading in elementary schools. Chapter 6 describes the community colleges program project, which has introduced PLATO curricula in accountancy, biology, chemistry, English and mathematics. Chapters 7 and 8 describe the experience with PLATO in the teaching of physics and chemistry at the university level. The final chapter discusses the continuous development of systems software for PLATO. (Author/VT)

ED 158 790 JC 780 441

Baker, Jeanette

Projected Reasons for Concurrent Enrollment at Pima Community College and the University of Arizona Fall 1976-77.

Pub Date-3 Jul 78
Note-12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Community Colleges, *Dual Enrollment, *Enrollment Influences, Junior Colleges, *Post Secondary Education, Scheduling, School Registration, Student Costs, *Student Motivation, Universities
Identifiers-Pima Community College AZ, University of Arizona

Since the opening of Pima Community College (PCC), the occurrence of concurrent enrollment at the University of Arizona and PCC has become common. Of the 584 concurrent registrants in the fall 1976 class at PCC, 9.4% were freshmen, 24.3% sophomores, 22.6% juniors, 24.2% seniors, and 19.5% unclassified. The most frequently taken courses at PCC were general University requirements or general education requirements of specific disciplines. A number of possible reasons for this trend are examined in this study. Contributing factors may have been: more convenient scheduling, more frequent course offerings and the more convenient location of PCC. It is also suggested that many students may have chosen to take a course in which they felt they might do poorly at PCC and not have a poor grade affect their grade point average at the University. Class size did not appear to be a contributing factor, as class sizes were comparable, nor did student costs seem to be a primary reason. (AYC)

ED 158 892 PS 010 091

Schumer-Strucksberg, M.

The Link Between Pre-School and Primary Education: Report on Visits to Pilot Projects in 8 Member States of the Council for Cultural Co-operation.

Council of Europe, Strasbourg (France). Committee for General and Technical Education.
Report No.-CCC/EGT-(77)-11
Pub Date-Mar 77
Note-32p.; Best copy available
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Educational Strategies, Foreign Countries, Guidelines, Parent Teacher Cooperation, *Pilot Projects, *Preschool Education, *Primary Education, Relationship, School Community Relationship, *School Visitation
Identifiers-*Council of Europe

This report presents a summary of visits to pilot projects which focused on the link between preschool and primary education in eight European countries of the Council for Cultural Cooperation. A brief overview of the problem of the relationships between preschool and primary education identifies priorities in the development of preschool education: the compensatory role of preschool education, preschool education in sparsely-populated areas, the integration of migrant children into preschool education, and cooperation between parents, preschool establishments and the community. Criteria for judging the continuity between preschool and primary education are listed; these criteria were used as a guideline for observation of the projects visited. Summaries of visits include information on the place of the project in the development of the national education system, and a description of the school in operation, and the strategies which are considered successful. The projects visited were: L'Ecole Ouverte ZAC St. Simeon, France; Villagio Scholastico, Italy; Continuity Pilot Projects, Switzerland; Modellprojekt Eingangsstufe, F.R.G.; Innovatory Co-operation Experiment for a Basic School, Netherlands; Introductory Phase Experiment, Denmark; Delves Infant School and Thomas Coram Children's Centre, U.K.; The Pre-school Centre and the Holy Ghost Junior High School, Ireland. (CM)

Dasgupta, Satadal Nagarajan, P.
Factors in Educational Aspirations. A Study of Educational Aspiration of High School Seniors in Prince Edward Island, Canada. P.E.I. Community Studies Report No. 4.
Prince Edward Island Univ., Charlottetown. Dept. of Sociology and Anthropology.
Pub Date-Sep 77
Note-73p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Adults, *Aspiration, *Education, Expectation, Family Income, *Family Influence, Females, Foreign Countries, Males, Motivation, Peer Groups, *Place of Residence, Rural Urban Differences, School Role, Secondary Education, *Seniors, *Sex Differences
Identifiers-*Prince Edward Island

To identify personal, economic, educational, and social factors influencing students' educational aspirations, data were collected from 1,004 seniors in Prince Edward Island, Canada, in 1971; analysis included male-female and urban-rural differences. From 960 usable questionnaires, level of educational aspiration was determined by respondents' after high school graduation plans. Findings were that factors of age, motivation to continue education, occupational expectation, and discussion with an adult in the desired occupation were significantly associated with aspiration levels for all seniors, as were school factors, county of residence, family intellectual tradition and income, and parent's ability to help. In male-female comparisons, family factors tended to have greater influence on females, and county of residence and rural-urban residence (higher for urban than rural females) had differential influences. In rural-urban comparisons, aspiration level was significantly influenced by peer discussion of education plans for urban students and county of residence for rural students. Family socioeconomic status did not have significant association for rural students, though partly influenced urban ones. However, factor analysis showed family to be the most important factor affecting aspiration level. Rural-urban difference may be largely a function of different family circumstances. (RS)

ED 158 996 SE 024 691

Mesecher, Robert

Safe, Effective Use of Pesticides, A Manual for Commercial Applicators: Regulatory Pest Control.

Extension Service (DOA), Washington, D.C.; Michigan State Univ., East Lansing. Cooperative Extension Service.

Report No.-MSU-EB-E-1032-9

Pub Date-Nov 76

Note-44p.; For related documents, see SE 024 681-693 and ED 152 516-517; Contains occasional light and broken type

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Certification, *Disease Control, *Instructional Materials, *Legislation, Management, *Pesticides, Post Secondary Education, *Public Health, Safety

Identifiers-*Michigan, Pest Control

This manual is designed to assist regulatory pest control applicators to meet the requirements of the Michigan Department of Agriculture for certification. The guide discusses: (1) Factors influencing introduction and spread of pests and their population dynamics; (2) Methods and techniques used to suppress, control, or eradicate pests of regulatory significance; (3) Examples of regulated pests; (4) Safe use of pesticides in regulatory programs; and (5) Emergency procedures and special application equipment. A list of self-help questions and instructions for completing the questions are presented at the end of each section. (HM)

ED 159 071 SE 024 940

Martin, Arthur I. Jones K. K.
Aerospace - Aviation Education.
Texas Education Agency, Austin. Div. of Curriculum Development.
Pub Date-78
Note-36p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Aerospace Education, Career Awareness, Course Content, *Course Descriptions, *Courses, Flight Training, *Interdisciplinary Approach, Science Education, Secondary Education, Teacher Qualifications
Identifiers-*Texas

This document outlines the aerospace-aviation education program of the State of Texas. In this publication the course structures have been revised to fit the quarter system format of secondary schools in Texas. The four courses outlined here have been designed for students who will be consumers of aerospace products, spinoffs, and services or who may find careers in the aerospace industry. After a brief introduction, philosophy statement including rationale, and a list of qualifications for aerospace-aviation teachers, the course descriptions are given. The first two courses, Aerospace-Aviation Education I and II are interdisciplinary courses which introduce interested high school students to the history and basic scientific and technological fundamentals of flight. Aerospace-Aviation Education III provides students with an advanced technological orientation and may include a flight training program. Aerospace-Aviation Education IV is the most advanced course of the series. Flight Laboratory Options are outlined for III and IV. Appended are lists of possible teaching aids, field trips, classroom activities and information sources. (MR)

ED 159 093 SO 011 085

The Local History Classroom Project, 1975/1977. Final Report.

Council for Educational Technology, London (England).; University of East Anglia, Norwich (England). Centre for Applied Research in Education.

Pub Date-Oct 77

Note-64p.; Not available in hard copy from EDRS due to poor reproducibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Case Studies, *Census Figures, Comparative Analysis, Comparative Education, *Computer Oriented Programs, Court Cases, Curriculum Development, *History Instruction, *Local History, Newspapers, *Primary Sources, Secondary Education, Teaching Techniques

Identifiers-*Local History Classroom Project

This report describes some curriculum development work done by the Local History Classroom Project (LHCP) which explores approaches to the classroom teaching of local history and possible roles for computerized banks of standardized historical data. Part one of the document gives a sample lesson developed from court records and newspaper articles. It is a case study approach which asks how far can the available evidence be legitimately squeezed to write some history, and what questions are raised but left unresolved by the study of the evidence? Parts two and three discuss the use of computerized 19th century census returns to answer questions about the occupations of men, women, and children, the skill levels of a village, and the origins of villagers. Example lessons illustrate the use of census lists to help teach the ideas of continuity, change, generalization, and comparative analysis. A mock conversation between two 19th century teachers is constructed to demonstrate what additional sorts of information, particularily about foreigners, can be gotten from census lists. The document concludes with an interview with an LHCP representative focusing on the difference between history'' and past.'' Past'' is defined as surviving evidence while history'' is defined as the structure built from surviving evidence. (Author/BC)

Blackmon, C. Robert

Is There a Forthcoming Push for Control of Teachers' Centers? Research Report Vol. 8, No. 3.

Louisiana State Univ., Baton Rouge. Bureau of Educational Materials and Research.

Pub Date-Jul 78

Note-20p.; Paper presented at the National Conference of Professors of Educational Administration (Milwaukee, Wisconsin, August 15, 1978)

Available from-Bureau of Educational Materials and Research, College of Education, Louisiana State University, Baton Rouge, Louisiana 70803 ($2.00)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Administrator Attitudes, Boards of Education, Decision Making, Federal Aid, *Governance, *Government Role, Public Schools, *Superintendent Role, Teacher Associations, *Teacher Centers

A survey of 300 public school superintendents indicated that there is a struggle for control of federally funded teacher centers. The situation appears to have elements of an adversary relationship between teachers' organizations, school administrators, and school boards. The majority of the superintendents surveyed saw the federal teacher center program as another tactic to control of education at the local level. While their attitudes ranged from acceptance of the teacher center concept to strong rejection, the mode seemed to be a lack of conceptualization of the program and a resultant nonparticipation. External and internal competition for increasingly scarce revenue, lack of board support, released-time erosion of pupil-teacher instructional contact time, and problems related to collective bargaining seemed to be among their concerns. It is concluded that even if the federal stimulus of centers does not endure, it will have stimulated the centers movement and promoted the placement of more decision-making about inservice education in the hands of teachers. (JD)

ED 159 176 TM 007 327

Fishbein, Ronald L.

The Use of Non-Normed Tests in the ESEA Title I Evaluation and Reporting System: Some Technical and Policy Issues.

Pub Date-Mar 78
Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Available from-Ronald L. Fishbein, U.S. Office of Education, FOB-6-Room 3044, 400 Maryland Avenue S.W., Washington, D.C. 20202 (no charge)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Achievement Gains, Compensatory Education Programs, Criterion Referenced Tests, Educational Objectives, Elementary Secondary Education, Equated Scores, *Mathematical Models, *National Norms, *Norm Referenced Tests, Policy, *Program Evaluation, *Scoring, *Standardized Tests, Test Interpretation
Identifiers-*Elementary Secondary Education Act Title I

Intended primarily for local education agency evaluators and state education policy makers, this paper explores several technical and policy issues related to the use of non-normed tests in the Elementary and Secondary Education Act Title I Evaluation and Reporting System (TIERS). The technical issues discussed were: (1) the assumption, necessary to implement the control group (B2) and regression (C2) models, that the ratio between the sample and population standard deviations on the nationally normed test and the test without national norms is the same; (2) the linear transformation used in models B2 and C2 to convert the local treatment effect to normal curve equivalents, along with possible alternative procedures for using non-normed tests in the Title I system; and (3) floor and ceiling effects in relation to model A2 evaluation (the norm-referenced model which can be implemented with a test without national norms through an abbreviated version of equipercentile equating). The policy issues discussed were the scope of the curriculum which can be tested when using a model A2, B2 or C2 evaluation; and additional procedures that might be undertaken. It was concluded that, in the vast majority of cases, only a limited set of program objectives can be evaluated with a standard model A2, B2 or C2 implementation. It was recommended that those employing a non-normed version of the Title I evaluation system consider incorporating a normative assessment component. (Author/CP)

Donald, Janet Gail Penney, Margaret

Instructional Analysis Kit.

McGill Univ., Montreal (Quebec). Center for Learning and Development.
Pub Date-Sep 77
Note-47p.; Best copy available
Available from-Centre for Learning and Development, McGill UniversitV, 815 Sherbrooke St., W., Montreal, Quebec, Canada ($1.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Annotated Bibliographies, *College Faculty, Course Evaluation, Effective Teaching, Evaluation Methods, *Faculty Evaluation, Higher Education, *Instructional Improvement, Questionnaires, Records (Forms), Resource Materials, *Self Evaluation, *Student Evaluation of Teacher Performance, *Teacher Improvement

This instructional analysis kit for teachers presents a self-evaluation form, 22 instructional elements, an annotated bibliography of learning resources for each element, and a student evaluation form parallel to the instructor self-evaluation form. Instructions are provided on administering the forms, analyzing instruction and student responses, and interpreting the results of the student evaluation in conjunction with the self-evaluation. The elements of the instructional process are grouped under the following catagories: course planning, course content, instructional procedures, learning materials, and evaluation of learning. Suggestions are offered for ways to improve instruction. Work groups at the college or university have successfully used the kit to discuss needs and plans for the improvement of instruction. (SW)

ED 158 660 HE 010 364

Ott, Mary Diederich Baker, Curtis O.

Earned Degrees Conferred: Analysis of Trends, 1965-66 Through 1974-75.

National Center for Education Statistics (DHEW), Washington, D.C.

Report No.-NCES-77-329

Pub Date-77

Note-28p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01717-2)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Bachelors Degrees, College Majors, *Degrees (Titles), Doctoral Degrees, Females, *Higher Education, Institutional Characteristics, Intellectual Disciplines, Masters Degrees, *National Surveys, Private Colleges, Professional Education, Specialization, Statistical Data, *Statistical Surveys, *Trend Analysis

The 10-year period 1965-66 through 1974-75, was one of notable growth in higher education, is summarized in statistical tables and commentary. Section I reports that the number of degrees awarded increased substantially at every level (bachelor's, master's, doctor's, and first-professional). Section II focuses on the number and proportions of men and women at each degree level and shows increased representation by women. Tables in Section III emphasize the number of degrees awarded by control and level of institution, indicating a decreasing proportion of degrees awarded by private institutions. Section IV analyzes the pattern of degrees awarded, by discipline division and by level for the five-year period 1970-71 through 1974-75. Discipline divisions that experienced the largest changes in numbers of degrees awarded are further analyzed in terms of specialties. At the bachelor's level, changes in numbers of degrees awarded in selected specialties (and thus changes in manpower supply) are compared with the projected labor demand for workers in these areas, using information from the Bureau of Labor Statistics. (Author/LBH)

Bennion, Junius L.
Possible Applications of Optical Video Discs to Individualized Instruction Systems.
Brigham Young Univ., Provo, Utah. Div. of Instructional Research, Development, and Evaluation.
Spons Agency-Mitre Corp., McLean, Va.; National Science Foundation, Washington, D.C.
Report No.-ICUE-TR-10
Pub Date-14 Feb 74
Contract-NSF-C-179
Note-10p.; For related documents, see IR 006 172, 176
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Computer Assisted Instruction, Display Systems, Educational Technology, Home Instruction, *Individualized Instruction, Instructional Innovation, Instructional Media, Intermode Differences, *Technological Advancement, *Use Studies, *Video Cassette Systems
Identifiers-TICCIT Computer System, *Videodisc Recordings

The videodisc with random access and large capacity for storage of high quality audiovisual material has the potential of becoming a very effective new medium for individualized interactive instruction at low cost. This medium should be developed carefully, making use of the experience gained in the TICCIT project and the best available instructional psychology and learning theory so that the full potential of the videodisc can be realized. New techniques for lesson development utilizing interactive control of still frames and motion sequences need to be explored. Learner control of freeze frame, slow motion, or fast motion options during motion sequences by repeating or skipping revolutions is possible with the videodisc system, and needs to be evaluated. (Author/CMV)

ED 158 744 IR 006 304

Bres, E. And Others

Costs and Their Assessment to Users of a Medical Library, Part III: Allocating Fixed Joint Costs.

Texas Univ., Austin. Center for Cybernetic Studies.
Spons Agency-National Library of Medicine (DHEW), Bethesda, Md.
Report No.-CCS-RR-303
Pub Date-Jul 77
Grant-LM02333
Note-58p.; For related documents, see IR 006 302-303, 305
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Fees, Library Administration, Library Expenditures, *Library Services, *Mathematical Models, *Medical Libraries, *Program Budgeting, *Program Costs, Use Studies
Identifiers-*Cost Assessment

Part III of the study describes a model for completing the cost assessment (justification) process by accounting for the fixed joint costs; a fair'' and equitable mechanism is developed in the context of game-theoretic approach. An n-person game is constructed in which the players'' are the institutions served by the library, but whose characteristic function reflects the initial set-up costs of any group of institutions if a library were to be constructed to meet their requirements. A Shapley value solution to the game is used to derive a hierarchy of institutions which may be employed in allocating the fixed portion of the annual joint costs of operating the library system to determine the institutionally based fees. The model is applied to data from HAM-TMC Library and the proportion of fixed operating costs to be allocated to each institution is calculated. The main theoretical aspects of the game relevant to this study and selected references are appended. (Author/JPF)

ED 158 810 JC 780 468

DeLuca, James P.

Dual Enrollment An Opportunity for Highly Motivated High School Seniors to Attend a Community College and High School Concurrently.

Pub Date-Nov 77
Note-23p.; Paper presented at the Annual Conference on Urban Education (3rd, Norfolk, Virginia, November 20-22, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Academic Achievement, Career Exploration, College Freshmen, Community Colleges, *Dual Enrollment, Females, Grade Point Average, *Junior Colleges, Males, Minority Groups, Retention, *Secondary Education, Seniors, *Student Placement, Vocational Education

Four educational objectives and opportunities are presented for the career/industrial oriented high school student to consider: (1) admission to a community college while concurrently completing high school, (2) exploration of a career in a highly developed laboratory setting, (3) participation in a college environment, and (4) early graduation from a community college. The articulation program at New York City Community College requires the high school senior to take four college courses in the fall and spring semesters (a total of 18 units); this enables him to obtain an associate degree 14 months after graduating from high school. In 1976 and 1977, 70%-80% of the students enrolled in the program were from minority groups; 57% were female; and dual enrollment students had significantly higher grade point averages than the regular freshman class. Retention rate in the program was 79% compared to a 66% rate among regular freshmen; 68% received an A or B compared with 50% of the regular freshmen receiving the same grades. Enrollment procedures are outlined. (MB)

ED 158 851 PS 009 554

Gallimore, Ronald Tharp, Roland G.

Cognitive Research: Progress and Plans. Technical Report #32.

Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.

Spons Agency-California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.

Pub Date- 74

Note-10p.; For related documents, see PS 009 533-553 and PS 009 555-573

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Cognitive Processes, Cognitive Style, Covert Response, *Demonstration Programs, Early Childhood Education, Hawaiians, Linguistic Competence, *Mediation Theory, Pidgins, Research, Stimulus Generalization, *Verbal Learning, *Visual Learning

Identifiers-Hawaii, *Kamehameha Early Education Program

This summary reports briefly on the progress of KEEP research on cognitive processes, specifically the covert verbal and visual activity of elementary school children. Preliminary research results regarding the infrequent use by children of covert verbal ability, or verbal mediational processes (unless prompted) are discussed. Informal observations also suggest that the study of visual mediational processes is important and related research efforts at KEEP and elsewhere are noted. (SE)

ED 158 872 PS 009 887

Cornia, Ivan E. And Others

Art is Elementary: Teaching Visual Thinking Through Art Concepts.

Pub Date-76
Note-786p.
Available from-Brigham Young University Press, Provo, Utah 84602 ($15.95)

Document Not Available from EDRS.

Descriptors-*Art Activities, *Childrens Art, *Concept Teaching, Creative Thinking, *Developmental Stages, Elementary Education, Evaluative Thinking, Knowledge Level, Preschool Education, *Program Content, *Visual Literacy

This teaching guide suggesting specific art experiences for preschool and elementary children, is based on the assumption that visual perception is fundamental to learning in any field and that visual thinking (perception) in young children can be facilitated through teaching specific art concepts. More than 200 basic concepts identified, categorized as awareness'' concepts and skill'' concepts, and geared (in sequential order) to eight levels of maturity. Diagnostic charts, instruction sheets, and art activities appropriate for each level are provided to enable the parent/teacher to motivate and guide children through their developmental stages. The ultimate goal of the program is the development of visual perception leading to greater creative thinking and higher value judgements in all fields. (CM)

ED 158 928 RC 010 684

Wheelock, Gerald C., Comp. Sapra, Pushpa B., Comp.

Educational Needs Projection and Rural Development: A Bibliography. SRDC Bibliography Series No. 7.

Southern Rural Development Center, State College, Miss.

Spons Agency-Rural Development Service (DOA), Washington, D.C.

Pub Date-Aug 78

Note-171p.; Page 20 may not reproduce well due to small print size.

Available from-Southern Rural Development Center, Box 5406, Mississippi State, MS 39762 ($5.00)

EDRS Price MF-$0.83 HC-$8.09 Plus Postage.

Descriptors-Adult Education, *Bibliographies, Community Involvement, Cooperative Education, Curriculum Development, Educational Administration, *Educational Needs, *Educational Planning, Financial Problems, Government Role, Indexes (Locaters), Leadership Qualities, Models, *Rural Development, *Rural Education, School Community Relationship, School Integration, *Southern States, Student Attitudes, Surveys, Teacher Qualifications, Vocational Education

Identifiers-Delphi Technique

Derived from ERIC and Dissertation Abstracts International (DAI) files, this bibliography is in three sections. Extensively indexed, it contains 739 citations of work published between 1965-75. Community Involvement and Rural Education Planning'' (ERIC) yields 109 citations on a community based approach to educational planning and development in rural areas. Major subject areas are curriculum improvement, discrimination, financial problems, leadership qualification and structure, school-community relationship, teachers' qualifications, bibliographies, handbooks, and synthesis of research. Methodologies for Determining Educational Needs'' (DAI) lists 80 dissertations utilizing or exploring application of educational needs projection methodologies. Sixty-five theses are based on some variation of opinion surveys'', 35 of which utilize the Delphi procedure. Fifteen papers rely on statistical models.'' Dissertations on Public School Topics in the South,'' composed of 550 titles, provides perspective on the relative emphasis placed on needs projection in education research. Major subject areas include such topics as the administration, fiscal policy, teachers, curriculum, etc., of public schools, vocational technical schools, community colleges and continuing education programs. (DS)

ED 159 197 TM 007 451

Clarke, S. C. T. And Others

Technical Report on Edmonton Grade III Achievement. 1956-1977 Comparisons. A Study Conducted for the Alberta Advisory Committee on Educational Studies.

Spons Agency-Alberta Dept. of Education, Edmonton.
Pub Date-May 78
Note-254p.; For related documents, see ED 146 214, TM 007 025, 026, and 027
EDRS Price MF-$0.83 HC-$14.05 Plus Postage.
Descriptors-*Academic Achievement, Achievement Tests, Aptitude Tests, *Basic Skills, Comparative Analysis, *Comparative Testing, Educational Assessment, Foreign Countries, *Grade 3, *Item Analysis, *Longitudinal Studies, Primary Education, Sex Differences, Statistical Data, Student Testing, Testing Programs, Test Interpretation, Test Items
Identifiers-Alberta, California Achievement Tests, California Test of Mental Maturity, *Edmonton Public Schools Alberta, Gates Paragraph Reading Test, Gates Word Recognition Test

The Edmonton Grade III Achievement: 1956-1977 study is a comparison of achievement in reading, arithmetic, and language involving all of the third grade students in a large school system. Six basic skills tests which were administered to all of the Edmonton third grade students in 1956 were reprinted and administered to all of the third grade students in Edmonton in 1977. Seventeen items were deemed inappropriate because of changes occurring since 1956; they were eliminated from the analyses. The remaining test items and procedures used in 1956 were duplicated as closely as possible in 1977. The six tests were: the Gates Word Recognition Test, the Gates Paragraph Reading Test, the reading, arithmetic and language sections of the California Achievement Tests, and the California Mental Maturity Test. The 1956 tests were rescored and item by item results for each student for each test were recorded. Although arithmetic scores declined from 1956 to 1977, the 1977 third graders scored higher in spelling and in general scholastic ability than their counterparts in 1956. Extensive item analyses and subtest score comparisons for males, females, and both sexes are included as well as test items and information for principals and teachers. (Author/JAC)

Stefani, R. T.

COED Transactions, Vol. X, No. 1, January 1978. Design and Simulation of an Automobile Guidance Control System.

American Society for Engineering Education, Washington, D.C. Computers in Education Div.
Pub Date-Jan 78
Note-11p.
Available from-COED Transactions, ASEE, P.O. Box 308, West Long Branch, New Jersey 07764 (no price quoted)

Document Not Available from EDRS.

Descriptors-Automation, *Auto Mechanics, *Engineering, Human Engineering, *Motor Vehicles, Rail Transportation, Science Education, *Simulation, Transportation

This document describes the design of an automatic guidance and control system for a passenger car. A simulation of that system is presented. Analog outputs are provided which compare human operator control to automatic control. One human control possibility is to provide the operator with sufficient feedback information that resulting performance closely mimics automatic control. (Author/GA)

ED 159 047 SE 024 882

Report and Selected Papers of the Expert Group Meeting on Organizational Aspects of Integrating Family Planning with Development Programmes (Bangkok, 29 November-4 December 1976). Asian Population Studies Series No. 36.

United Nations Economic and Social Commission for Asia and the Pacific, Bangkok (Thailand).

Pub Date-77

Note-55p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Conference Reports, Developing Nations, Environmental Education, *Family Planning, *Organizational Development, *Population Education, *Program Development

Identifiers-United Nations

This publication reports the eleventh meeting in a series of regional seminars convened by the Economic and Social Commission for Asia and the Pacific (ESCAP) on the subject of fertility and family planning. The main objectives of the meeting were to: (1) identify the characteristics of regional integrated family planning programs; (2) identify implementation problems; and (3) suggest effective evaluation strategies and develop appropriate assessment instruments. This report includes the background paper for the meeting, a discussion of the organizational factors for successful integration, and two sections on evaluation and summary and recommendations. The annex provides lists of participants and documents, and summaries of project papers. (MA)

ED 158 830 PS 009 533

Gallimore, Ronald And Others

The Mutual Problems of Hawaiian-American Students and Public Schools. Technical Report #1.

Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.

Spons Agency-California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.

Pub Date-Feb 75

Note-13p.; Adapted from paper presented at the Annual Meeting of the Western Psychological Association (Los Angeles, California, 1970), see ED 041 078; For related documets, see PS 009 534-573.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Cultural Factors, *Ethnic Distribution, Hawaiians, *State Surveys, *Student School Relationship, *Urbanization

Identifiers-Hawaii, *Kamehameha Early Education Program

This report discusses the findings of an informal survey which examined variations from community to community in the perceptions of problems between Hawaiian-American students and the public schools. School personnel and community residents were interviewed throughout the State of Hawaii and numerous classrooms were observed. The results of this survey were then used to construct a conceptual model articulating problem clusters associated with communities varying in density of Hawaiian population and degree of urbanization. (JMB)

ED 158 997 SE 024 692

Safe, Effective Use of Pesticides, A Manual for Commercial Applicators: Aerial Application of Pesticides.

Extension Service (DOA), Washington, D.C.; Michigan State Univ., East Lansing. Cooperative Extension Service.

Report No.-MSU-EB-E-1032-11

Pub Date-Dec 76

Note-18p.; For related documents, see SE 024 681-693 and ED 152 516-517

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Certification, *Disease Control, Environment, *Instructional Materials, Job Skills, *Pesticides, Post Secondary Education, *Public Health, *Safety

Identifiers-Aerial Application, Michigan, *Pest Control

This manual is designed to assist aerial pesticide applicators to meet the requirements of the Michigan Department of Agriculture for certification. An introduction with the explanation of requirements of effective aerial application is presented. The six topics included describe: (1) Dispersal equipment; (2) Calibration; (3) Pattern testing; (4) Operations; (5) Protecting the environment; and (6) Safety precautions. A list of self-help questions and instructions for completing the questions are presented at the end of the manual. (HM)

ED 159 024 SE 024 818

Proceedings - The World Food Conference of 1976 (Iowa State University, Ames, Iowa, June 27-July 1, 1976).
Iowa State Univ. of Science and Technology, Ames.
Pub Date-77
Note-685p.
Available from-Iowa State University Press, South State Avenue, Ames, Iowa 50010 ($8.50; 30% discount on quantity orders)
Document Not Available from EDRS.
Descriptors-*Conference Reports, Environmental Education, *Food, Natural Resources, Needs Assessment, *Policy, Science Education, *Speeches, *Technology, Workshops

These proceedings present the 42 major addresses and 12 workshops of the multidisciplinary and globally-oriented food conference held at Iowa State University. Major topics include national and international policy, natural and human resources, technology and change, and impacts of the world food situation on people, environment, and development. Workshop reports are concerned with the same major topics as the conference addresses. References are included with the papers. The proceedings are not indexed. A world food problem bibliography, a documentary film on the conference, and audio tapes of conference papers are also available. (MA)

Reference Files of Organizations and Individuals Involved in Citizen Education: Final Report.

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-31 May 78
Note-72p.; For related documents, see SO 011 124-130; Appendix I may not reproduce clearly in hard copy due to small type size and broken letters in original document
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Adult Education, Citizen Participation, *Citizenship, *Civics, Classification, Community Education, Community Organizations, Conflict Resolution, Cross Cultural Training, Directories, Elementary Secondary Education, Energy, Environmental Education, Filing, Higher Education, *Indexes (Locaters), *Information Sources, Information Storage, National Programs, Nonformal Education, *Personnel, *Program Descriptions, Reference Materials, State Programs
Identifiers-*Citizenship Education

More than 500 organizations and individuals concerned with citizen education are described. Information was collected from national foundations, state education agencies, membership lists of citizen education committees, and authorities in fields related to citizen education in order to develop a reference file of citizen education efforts. The directory lists individuals and organizations involved directly in citizen education activities and in related fields such as citizen participation, community education, conflict resolution, energy, economics, global studies, social studies, and women's studies. Data were obtained through questionnaires which requested descriptions of programs and activities. The entries are categorized alphabetically within an organizations file and a personnel file. Selected entries for each category are described in more detail. Information is given on name, address, position (if individual), officers (if organization), background, services, area served, target groups, and publications. Following the listings is a cross-reference section in which the entries are indexed by subject area, geographical area served, services, and target audiences. (Author/DB)

ED 159 132 SP 012 805

Counts, George E.
Senior Teachers: An Endangered Species.
Pub Date-78
Note-19p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Age Differences, *Employment Statistics, *Public School Teachers, Retention Studies, State Surveys, *Statistical Analysis, Teacher Retirement
Identifiers-*Age Distribution, *Missouri

The age of teachers is investigated as one factor demonstrating part of the cumulative effect of teacher turnover and as documentation of the inability of the public school system to retain senior teachers. Age data are analyzed for: (1) all teachers in the Missouri public school system for the 1976-1977 school year; (2) secondary school teachers by discipline; (3) persons in active teaching positions for the years 1937, '47, '51, '56, '61, '66, '71, and '76; (4) teachers still in the profession five years after given data years according to age; and (5) gain/loss in number of teachers within each age category five years after given data years. Causes of age imbalance, turnover, and retirement from the profession are discussed. (MJB)

ED 158 621 HE 009 799

Forth-Seventh Annual Report, 76-77. Australian Council of Educational Research.

Australian Council for Educational Research, Hawthorn.

Pub Date-77

Note-85p.

Available from-Australian Council for Educational Research, Publishing Office, P.O. Box 210, Hawthorn, Victoria, 3122, Australia

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-*Annual Reports, Booklists, Curriculum Research, Educational Assessment, *Educational Research, Educational Sociology, *Foreign Countries, *Organizations (Groups), Publications, Research Methodology, Research Projects, *Research Reviews (Publications), Surveys

Identifiers-*Australia, Radford (William C)

The 1976-77 annual report of the Australian Council for Educational Research (ACER) contains a tribute to the late director Dr. William C. Radford, a list of members of the council, the annual report of the director, a list of ACER staff, contributors to council funds, and information on state institutes for educational research. The annual report outlines three important areas of research activity in addition to curriculum research and development. These areas are studies in measurement and evaluation, learning and teaching, and the social foundations of education. Summaries are provided of surveys, reviews and comparative studies, curriculum innovations and evaluations, educational and psychological measurement projects and instruments, the ACER library, and ACER advisory services. Journals, books, reports, papers, and tests that were published are listed, and distribution services are outlined. (SW)

ED 158 641 HE 010 323

Finance, Productivity, and Management in Postsecondary Education. Selected Research Topics.

National Inst. of Education (DHEW), Washington, D.C.

Pub Date-78

Note-71p.; Developed from information from a conference of postsecondary education specialists at Keystone, Colorado

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Accountability, *College Administration, College Role, Delivery Systems, Educational Demand, *Educational Finance, Educational Research, Federal Regulation, Government School Relationship, Higher Education, Management, Needs Assessment, *Post Secondary Education As a Field of Study, *Research Needs, Resource Guides, *Retrenchment

Finance, management, and productivity are selected as foci for discussion and organization in setting research priorities for postsecondary education. A list of issues for research was generated at a conference of educational leaders. Proposed studies on these issues are described in terms of the research questions, problem situation and expected value of research, relevant previous and current research, and research guidance. Five themes of the projects are: the interrelationship of federal, state, and institutional control of higher education, institutional adjustment to declining budgets and enrollments, and to changing student interests; the relationship between higher education institutions and the needs and interests of clientele, especially those of minorities and women; the relationship between higher education and the needs and demands of society; and alternative systems, strategies, and procedures for the delivery of postsecondary education, and adaptation of such systems to student and societal needs. (SW)

McCormack, Wayne, Ed.

The Bakke Decision: Implications for Higher Education Admissions. A Report of the ACE-AALS Committee on Bakke.

American Council on Education, Washington, D.C.; Association of American Law Schools, Washington, D.C.

Pub Date-78

Note-69p.

Available from-Publications Sales Office, American Council on Education, One Dupont Circle, Washington, D.C. 20036 ($3.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Admission (School), *Affirmative Action, *Civil Rights, College Admission, Equal Education, Graduate Study, Institutional Autonomy, Integration Effects, Legal Responsibility, Medical Schools, Minority Groups, Models, Racial Integration, *Reverse Discrimination, *Supreme Court Litigation

Identifiers-Bakke v Regents of University of California, Civil Rights Act 1964 Title VI, *Selective Admissions, University of California Medical School Davis

An analysis is presented of the Bakke'' decision and the several opinions of the Supreme Court Justices. The principal issue presented by the case is whether a higher education institution using a selective admission program may adjust that program by giving explicit preference to qualified members of identified racial or ethnic groups who would otherwise be denied admission. The circumstances are outlined in the application and rejection of Allan Bakke to the Medical School of the University of California at Davis. Bakke's Case in the Superior Court of California is analyzed and the considerations in the Supreme Court decision relating to violation of Title VI of the Civil Rights Act of 1965 are covered. The three principal opinions in the Supreme Court decision were by Justice Powell, one by Justices Brennan, White, Marshall, and Blackmun (each of the latter three also write separate opinions), and one by Justice Stevens (joined by Chief Justice Burger and Justices Stewart and Rehnquist). Implications of the decision that are discussed concern Title VI coverage, discretion in constructing admission plans. A basic conclusion to be drawn from this report is that the Supreme Court has recognized the authority of institutions of higher education to continue under certain circumstances their affirmative action programs. (SW)

ED 158 700 HE 010 453

Enrollment of Maryland High School Seniors in Institutions of Higher Education in Other States.

Maryland State Board for Higher Education, Annapolis.
Pub Date-Jul 77
Note-18p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*College Bound Students, *College Choice, *Enrollment Trends, *Geographic Distribution, Higher Education, High School Students, *Nonresident Students, Resident Students, Seniors, State Colleges, *State Surveys, State Universities, Statistical Surveys
Identifiers-*Maryland

A summary and analysis of data are presented regarding the tendency of Maryland high school seniors to attend institutions of higher education in other states. Out-of-state attendance is addressed from three perspectives. First, a summary is given, on a county-by-county basis, of the percentages of college-bound high school seniors who intend to enroll out-of-state. Second, a summary is provided, by county, of the states in which seniors intended to enroll in higher education. Third, an analysis is presented of the tendency of students of different academic achievement levels to attend school out-of-state. The data used for this report is from a follow-up study of the Maryland High School Class of 1974 conducted by the Maryland State Department of Education. (Author/LBH)

ED 158 768 IR 006 403

Grundin, Hans U.

The Effect of Transmission Times on Students' Use of OU Broadcasts.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

Report No.-IET-93

Pub Date-77

Note-53p.; For related document, see ED 154 797

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Analysis of Variance, Correlation, *Educational Radio, *Educational Television, *External Degree Programs, Television Viewing

Identifiers-*Broadcast Times

This paper presents the results of analyses of viewing and listening rates observed in 1974, 1976, and 1977 surveys of student use of Open University broadcasting in conjunction with data regarding transmission times and number of television or radio programs per course. In this analysis, nine different transmission time categories are identified, from very early weekday morning to late night transmission. Data are summarized for all courses included in the three broadcast surveys regarding: transmission time combinations for television broadcasting; number of TV programs in the course; expected and observed viewing rates for all students and for non-dropouts; residual viewing rates, i.e., difference between observed and expected rate, for all students and for non-dropouts. Analyses of these data led to the following main conclusions: (1) the allocation of transmission times, for first or second, or for single transmissions, can considerably affect the viewing/listening rates for the broadcasts; (2) TV viewing rates are to some extent affected by the number of programs in each course; no similar correlation has been observed between listening rate and number of programs for radio broadcasts; (3) most of the variation (80+%) among courses in viewing/listening rates must be attributed to factors other than transmission time variation. (VT)

ED 158 791 JC 780 443

Silver, Jane H.

The Effect of State and Federal Aid Awards on Persistence, Academic Success and Chances for Graduation Among Freshmen Enrolling at North Greenville College in Fall, 1975.

Pub Date-1 Apr 78

Note-50p.; Ed.D. Practicum, Nova University. Not available in hard copy due to irreproducibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Academic Achievement, Community Colleges, Federal Aid, Financial Policy, Grade Point Average, Institutional Research, *Junior Colleges, *Junior College Students, *Persistence, School Holding Power, State Aid, *Student Financial Aid

Identifiers-South Carolina

In order to determine whether awarding state and federal financial aid to students had a positive effect on student persistence, grade point averages (GPA) and chances of graduating, this study was conducted at North Greenville College (South Carolina). The 252 first-time, full-time freshmen who entered the college in fall 1975 were divided into aid recipients (58.3%) and non-recipients (41.7%); those receiving aid were further divided according to amount received: under $1,000, $1,000 to $1,999, $2,000 to $2,999, $3,000 to $3,999, and $4,000 or more. There appeared to be a positive correlation between receipt of financial aid and the students' persistence and graduation rate. A total of 77.9% of the aid recipients graduated as compared to 22.1% of those receiving no aid; awards of larger amounts of aid, though not over $4,000, were effective in producing more graduates. Larger amounts of aid did not appear to result in higher GPAs; the most effective amount of aid in this area was $1,000 to $1,999. Resulting recommendations included: aid packages of between $3,000 and $3,999, the increase of financial aid staff, and the revision of the current financial aid policy. (Author/AYC)

ED 158 811 JC 780 469

Byrd, R. Eugene, Ed.

Junior and Community College Research, Texas, 1977-78. The Seventh Annual Report to the Texas Association of Junior and Community College Instructional Administrators.

Texas Association of Junior Coll. Instructional Administrators.

Pub Date-Jun 78

Note-53p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Administrator Characteristics, *Chief Administrators, College Deans, Community Colleges, External Degree Programs, *Institutional Research, Instructional Innovation, *Junior Colleges, Leadership Styles, Readability, Research Committees, *Research Reviews (Publications), Small Colleges, *State Surveys, Vocational Education

Identifiers-Educational Administrative Style Diagnosis Test, *Texas

The first of three studies presented in this report investigated the role of the academic dean/dean of instruction as related to the effectiveness of educational leadership in junior colleges. Using the Educational Administrative Style Diagnosis Test and the Educational Administrative Appropriateness Test, 60 deans, representing 47 Texas community colleges, were surveyed; 88% responded. No significant difference was found between dominant administrative styles and ability to choose the more appropriate behavior in a variety of situations. In the second study, deans of instruction at 29 small Texas junior colleges were surveyed to determine the level of institutional or in-house research; whether a systematic procedure for compiling information existed, what information was compiled, how it was used, and who used it. Responses from 26 deans indicated that only 9 schools budgeted for institutional research, and 12 respondents felt the level of research was adequate. The final study presents the results of a survey of college and university presidents and school superintendants in member institutions of the Southern Association of Colleges and Schools on their attitudes toward external degree programs; attitudes were significantly more positive toward external programs in direct relationship to the similarity to traditional doctoral degrees. Abstracts of ten other research reports are included. (MB)

ED 158 873 PS 010 033

Risk Approach for Maternal and Child Health Care: A Managerial Strategy to Improve the Coverage and Quality of Maternal and Child Health/Family Planning Services Based on the Measurement of Individual and Community Risk.

World Health Organization, Geneva (Switzerland).

Pub Date-78

Note-54p.

Available from-WHO Publications Centre USA, 9 Sheridan Avenue, Albany, New York 12210 (WHO Offset Publication No. 39, $4.05)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Children, Decision Making, Health Personnel, *Health Services, *Identification, Information Systems, *Intervention, *Management Systems, Mothers, Organization, *Pregnancy, *Risk, Training

This publication discusses the use of risk strategy for the organization and management of health care services for mothers and children. Individuals and groups with an increased expectation of complications or disease are defined as being ``at risk'' and the aim of the health services should be to identify them as early as possible and to intervene in order to reduce the risk. Specific components of this approach are described in some detail. These include (1) identification of characteristics of women and children associated with increased risk of undesirable outcomes, (2) development of methods for detecting at-risk individuals in local conditions, (3) training of health care personnel in these methods, and (4) provision of methods to prevent or ameliorate undesired outcomes. An example is given of a decision pathway a possible approach to the selection of intervention strategies based on defined outcomes, risk factors, resources, constraints and manpower availability. Also included are a list of the basic components of a health information system and a brief discussion of the field testing of local risk strategies. Appendices give further examples of risk factors, scoring systems for assessing risk, and intervention strategies; notes on resource allocation and evaluation methods; and examples of ways to expand general program objectives. (Author/JMB)

Miller, Michael V. Maril, Robert Lee

Poverty in the Lower Rio Grande Valley of Texas: Historical and Contemporary Dimensions.

Texas A and M Univ., College Station. Texas Agricultural Experiment Station.
Spons Agency-Department of Agriculture, Washington, D.C.
Report No.-TAES-H-3286
Pub Date-Aug 78
Note-90p.; Paper presented at the annual meetings of the Rural Sociological Society (San Francisco, California, August, 1978)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Academic Achievement, Area Studies, Cultural Factors, *Depressed Areas (Geographic), Disadvantaged Environment, *Economic Disadvantagement, Economic Factors, Economic Research, Economics, Employment Trends, Low Income Counties, *Mexican Americans, Migration Patterns, *Quality of Life, Regional Characteristics, Residential Patterns, Social Indicators, *Socioeconomic Influences, State of the Art Reviews
Identifiers-*Rio Grande Valley, *Texas

Relative to other urbanized areas, the Lower Rio Grande Valley of Texas consistently ranks at the bottom in regard to almost every objective indicator of socioeconomic welfare: per capita income, educational attainment, employment, and health and housing conditions. The 1970 census discovered that approximately one-half of its population, comprised primarily of Mexican Americans, fell below government designated poverty thresholds. Based on a multidimensional approach, including assessment of the region and population in dynamic and longitudinal terms rather than as static entities, this paper provides a broad overview of the region's poverty through the synthesis of existing literature and data. The paper provides a brief sketch of the Valley; addresses the nature and extent of real poverty (the poverty status accorded on the basis of income below government established criteria) in the region by reference to data on income, education, employment, housing and health; addresses the question of regulated poverty (the differential distribution of real poverty across ethnic or racial groups) via a historical discussion of the region as an ethnically stratified social system; and, stimulated by the relative poverty concept (calls attention to cultural definitions and individual subjective evaluations of poverty status), establishes the hypothesis that the region may be sociologically approached as a ``staging area'', characterized by five on-going and interrelated mobility patterns. (NQ)

Lionberger, Herbert F. Wong, Tso Sang

Performance of the Integration Function by Community Development Specialists in Missouri.

Pub Date-9 Aug 78
Note-39p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Change Agents, *Community Development, Educational Background, *Extension Agents, Human Resources, Information Services, *Integrated Activities, Interpersonal Competence, Organizational Communication, Organizational Effectiveness, *Performance Factors, Public Relations, Resource Staff Role, *Rural Extension, Specialists, University Extension
Identifiers-*Missouri

The integration role of community development agents and the social system in which they work was examined. Their personal capability to act as an integrating agent was inferred from the nature of the specialized training prescribed in the community development master degree program and their prior occupational experience. Operational manifestations of integrating capability were inferred from the diversity of and intensity with which resources were used in specific projects and in the aggregate during the past year. System capability was examined in terms of the manner in which requests from the field were handled with reference to official prescription and informally through the interpersonal faculty network. Questionnaires were completed by 29 community development and government specialists during the summer of 1977. Additional interviews were conducted with the on-campus faculty centrally involved in making university services available to off-campus staff. Among the findings were that the community development specialists were more frequently involved with community, neighborhood and regional development projects; all but one had had one to five different kinds of jobs, mostly in public service, which increased their capability to identify and mobilize resources for client use; information sources and contacts included university on-campus faculty and local, state, and federal agencies; faculty contacts were mainly with extension appointed faculty, especially in the Department of Regional and Community Affairs and in the Agricultural Economics and Agronomy Departments. (NQ)

ED 159 072 SE 024 945

Acquisition of Information to be Used in Programming for Pesticides Applicator Certification Training. Final Report.

Kansas State Univ., Manhattan. Extension Service.
Spons Agency-Environmental Protection Agency, Washington, D. C.
Pub Date-Jan 76
Contract-EPA-68-01-2963
Note-27p.; Contains occasional light type
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Agricultural Chemical Occupations, *Agricultural Education, *Educational Assessment, Educational Research, Environmental Education, Inservice Education, *Pesticides, Science Education, Teaching Techniques, *Training Techniques
Identifiers-*Research Reports

Five methods were evaluated for training Kansas agricultural producers for certification as Private Pesticide Applicators. The study involved 471 participants throughout the state. Comparison of pre- and post-test scores showed that teaching by video cassette caused the most improvement, followed by the traditional method using a team of specialists, a self-study programmed instructional packet, a Telenet instructional program, and one-day educational meetings conducted by county extension agents. However, taking into account the cost of each method and the value of alerting large numbers, the Telenet method is recommended. (BB)

Cross, William M.

The Growing Edge of Sociology: New and Emerging Courses in the Discipline.

Pub Date-Apr 78

Note-10p.; Paper presented at Annual Meeting of the Midwest Sociological Society (Omaha, Nebraska, April 12-15, 1978); Not available in hard copy from EDRS due to poor reproducibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Alcoholism, *Course Content, Drug Abuse, Higher Education, Information Networks, Intellectual Disciplines, Job Market, Older Adults, *Relevance (Education), School Community Relationship, *Social Problems, *Sociology, *Trend Analysis

The emphasis of sociology as an academic discipline tends to reflect social conditions at any given time. This has been especially true since the early 1960s. Sociology course offerings during the period from World War I through the 1960s were theoretical and empirical, with the social problems emphasis placed in areas of social work and related disciplines. When relevance was emphasized during the 1960s courses on poverty, stratification, and mental illness were introduced into the curriculum. Three recently-developed courses in the sociology department of Illinois College reflect this trend. Problems of senior citizens, drug abuse, and alcoholism were treated early in the century by private institutions. However, growing concern by interest groups has brought these problems to widespread public attention, and two courses were recently established at Illinois College to study them. In addition to being relevant to community problems, the courses increase career options for students who take them. A similar course on the sociology of work and industry has been introduced to help sociology majors prepare to seek jobs in the field. In the development of the courses, networks of the author's personal acquaintances in the community and in the sociology profession were integral in locating teaching staff and guest speakers. (AV)

ED 159 156 SP 013 021

Grosenick, Judith K., Ed. Reynolds, Maynard C., Ed.

Teacher Education: Renegotiating Roles for Mainstreaming.

Council for Exceptional Children, Reston, Va.; Minnesota Univ., Minneapolis. National Support Systems Project.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.
Pub Date-78
Grant-G007603116
Note-389p.
Available from-The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (Stock #183; $8.50)
EDRS Price MF-$0.83 HC-$20.75 Plus Postage.
Descriptors-Administrator Role, *Change Strategies, Federal Aid, Handicapped Children, Higher Education, *Mainstreaming, *Organizational Change, Schools of Education, Special Education, *Teacher Education
Identifiers-Deans Grants Programs

The focus of this volume is upon the changes that are needed in teacher education programs to address the process of mainstreaming handicapped children. The authors of the papers presented are associated with Deans' Grants Projects. The first section presents an overview of past and present special education services and advances a philosophy for the future of teacher education in general. In the second section, the papers examine strategies for change and their application to Deans' Grants Projects. The third section presents case studies of the evolution of three Deans' Grants Projects. The fourth section deals with specific project practices that may hold promise for the successful implementation of change in higher education. The fifth section examines several topics that intersect with the foci of all Deans' Grants Projects. Sections six and seven consist of one paper each. In the former, the author presents a commentary on the challenges facing education in general in today's society; in the latter, there is presented initially an historical analysis of different approaches to serving children with special needs and, then, a synthesis of the efforts, problems, and implications of the Deans' Grants Projects to date. (JD)

ED 158 722 IR 006 176

Schneider, Edward W.

Applications of Videodisc Technology to Individualized Instruction.

Brigham Young Univ., Provo, Utah. Div. of Instructional Research, Development, and Evaluation.

Report No.-ICUE-TR-15

Pub Date-Sep 75

Note-22p.; Paper presented at the National Science Foundation Conference for Ten Year Forecast for Computers and Communications (Warrenton, Virginia, September 16-18, 1975); For related documents, see IR 006 172, 175

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Bibliographies, *Computer Assisted Instruction, Display Systems, *Individualized Instruction, Instructional Media

Identifiers-*Videodisc Recordings

Several general considerations and characteristics are described and illustrated for the application of videodisc technology to individualized instruction: (1) a prototype of a videodisc unit, (2) digital read-only memory, (3) cost economics, (4) educational uses, (5) development versus delivery systems, and (6) prerequisites for successful videodisc terminals. A bibliography of descriptive material on videodisc technology is included. (CMV)

ED 158 852 PS 009 555

Au, Kathryn H.

A Preliminary Report on Teaching Academic Readiness. Technical Report #34.

Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.

Spons Agency-California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.

Pub Date- 74

Note-16p.; For related documents, see PS 009 533-554 and PS 009 556-573

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Achievement Gains, *Attention Control, *Behavior Development, *Demonstration Programs, Early Childhood Education, Hawaiians, *Kindergarten Children, *Learning Readiness, Positive Reinforcement, Sight Method, *Teaching Procedures

Identifiers-Hawaii, *Kamehameha Early Education Program

This Kamehameha Early Education Program (KEEP) report describes the development of a systematic program for teaching academic readiness skills to kindergarten children who require special help to develop attentional behaviors. The progress of eight kindergarten children (five boys and three girls) is described to illustrate the merit of the readiness program which focuses primarily on the development of attentional behaviors in children. Preposition and vocabulary training is provided with reinforcement given in the form of tokens and verbal praise. Fixed assigned places in the classroom reduce distraction, and repetition of phrases is used to reinforce listening behaviors. The children's interest is sustained through varying the lessons slightly from day to day. Finally, the necessity of developing attentional behaviors is discussed, and common teaching problems relating to these behaviors are identified. (CM)

ED 158 970 SE 024 474

McLeod, Roy H.

COED Transactions, Vol. X, No. 2, February 1978. The Analog Computer as an Instructional Tool for Elementary Differential Equations.

American Society for Engineering Education, Washington, D.C. Computers in Education Div.

Pub Date-Feb 78

Note-10p.

Available from-COED Transactions, ASEE, P.O. Box 308, West Long Branch, New Jersey 07764 (no price quoted)

Document Not Available from EDRS.

Descriptors-*Analog Computers, *College Mathematics, *Computer Assisted Instruction, *Course Descriptions, Higher Education, Instruction, *Mathematics, Simulation

This document describes an attempt to design a non-traditional course in which the analog computer plays a central role as a pedagogical tool. A brief introduction cites some justification for a course of this type. Various facets of the course such as the general procedure, the special materials prepared, and the methodology employed are discussed. A brief description of the problems is presented and an outline to the solution of an illustrative example is given. Finally, the experiment is summarized and some conclusions cited. (Author/GA)

ED 158 661 HE 010 366

Anderson, Philip W., Ed. D'Costa, Ayres, Ed.

Data Needs for Policy Making Related to Allied Health Professions Schools.

American Society of Allied Health Professions, Washington, D.C.

Pub Date-Mar 77

Note-196p.

Available from-American Society of Allied Health Professions, One Dupont Circle, Suite 300, Washington, D.C. 20036 ($8.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Career Opportunities, Certification, *Educational Assessment, Educational Finance, Educational Planning, Educational Supply, *Health Occupations Education, *Health Personnel, Higher Education, *Manpower Needs, Needs Assessment, *Policy Formation, Professional Education, Professional Recognition, *Research Needs

Identifiers-*Allied Health

A compilation of think papers'' designed to identify data needs for policy-making related to allied health professions schools, this report is directed toward policy-makers and scholars involved in allied health professions education. The papers were solicited from selected representatives among allied health educators, state and national health planners, and government officials. Issues covered are: manpower supply and distribution; training programs, supply, quality, and articulation; professional identity and recognition; career opportunities and advancement; financing of educational programs; licensing and certification; and role in health care team. Specific papers and authors included are: Data Needs for Health Manpower Planning,'' by David Hoover; A Review of Allied Health,'' by Darrel J. Mase; Towards the Restructuring of Allied Health Education,'' by Jerry N. Patterson; Information Needs for Allied Health Policy,'' by Larrie J. Dean; and The Development of Policy for Allied Health Schools,'' by Robert E. Tumelty. The intent is to raise critical issues about the current status of allied health professions and thus identify data and research needs for these professions. (LBH)

ED 158 745 IR 006 305

Bres, E. And Others

Costs and Their Assessment to Users of a Medical Library, Part IV: Differences in the Use of a Health Science Library by Various User Groups.

Texas Univ., Austin. Center for Cybernetic Studies.
Spons Agency-National Library of Medicine (DHEW), Bethesda, Md.
Report No.-CCS-RR-304
Pub Date-Jul 77
Grant-LM02333
Note-51p.; For related documents, see IR 006 302-304
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Fees, Library Administration, Library Expenditures, *Library Services, Mathematical Models, *Medical Libraries, Program Budgeting, Program Costs, *Use Studies
Identifiers-Cost Assessment

Part IV is a summary analysis of sample and survey data collected to facilitate the structure of the cost assessment models and to find out which, if any, subgroups of HAM-TMC user population make more (or less) use of various library services. Sampling data were obtained from brief interviews and in-house files of various user institutions to discover how medical and nursing professionals and students used six library services: in-house-use, reference services, interlibrary loan, manual bibliography searches, computer searches, and photocopying on-demand. Results are displayed in tabular form for user groups studied. In most cases, meaningful differences were not found in the intensity of use by user category; however, differences were found in relative amount of usage of these services. To help provide additional data, a three page questionnaire was distributed to 542 persons at 14 of the institutions served by the HAM-TMC library. Included in the survey were M.D.'s, Ph.D.'s, D.D.S.'s, M.S.'s, interns, and residents; excluded were medical and nursing students. Data from the 303 completed questionnaires which were returned were analyzed to determine differences that might exist among subdivisions of the user survey sample. Either the t-test or chi-square test was used, depending upon the situation, to test for statistical significance at the 5 percent level. Results are presented in both tabular and descriptive form, and a copy of the questionnaire with tabulated responses is appended. (Author/JPF)

ED 158 893 PS 010 092

Katz, Lilian G. Ward, Evangeline H.

Ethical Behavior in Early Childhood Education.

National Association for the Education of Young Children, Washington, D.C.
Pub Date-78
Note-26p.; For pre-publication draft of section of this document, Ethical Issues in Working with Young Children'' by Lilian G. Katz, see ED 144 681
Available from-National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, D.C. 20009 (Code #112, $1.75, plus $.18 handling charge)
Document Not Available from EDRS.
Descriptors-*Child Care Workers, Civil Liberties, *Codes of Ethics, Conflict Resolution, *Decision Making, *Early Childhood Education, Educational Principles, *Ethical Values, Family Characteristics, Parent School Relationship, Professional Personnel, *Teacher Behavior
Identifiers-National Association Education Young Children

This booklet contains two essays on ethics for early childhood educators. The first essay discusses the meaning of a code of ethics, the importance of a code of ethics for working with preschool children, ethical conflicts in day care and preschool work, and steps which may be taken to help early childhood workers resolve these conflicts. Ethical issues involving parents, children, colleagues and employing agencies are discussed in some detail. The second essay recommends that the National Association for the Education of Young Children (NAEYC) assume leadership in developing a professional code of ethics for early childhood educators, and proposes an initial code of ethics for early childhood educators. The code of ethics consists of principles related to three primary commitments: to each child as an individual, to each family as a unique constellation of people, and to oneself and the profession. In addition, codes of ethics for administrators/directors and policy/decision makers are included, as the ethical behaviors of teachers and other staff personnel are influenced by the perspective of these individuals. (CM)

ED 159 025 SE 024 819

Schneider, Howard A., Ed. And Others
Nutritional Support of Medical Practice.
Harper and Row, Publishers, Inc., New York, N.Y.
Pub Date-77
Note-555p.
Available from-Harper and Row, Inc., Medical Department, 2350 Virginia Avenue, Hagerstown, Maryland 21740 ($25.00)
Document Not Available from EDRS.
Descriptors-Biochemistry, *Biology, Books, Disease Control, Medical Education, *Medicine, *Metabolism, *Nutrition, *Physiology

This book is intended to assemble for the medical practitioner in the developed countries those features of nutritional science which are clearly useful and clinically applicable in day-to-day medical practice. The book contains 32 chapters structured into three parts. After a brief description from the viewpoint of human biology, the first main section sets forward a concise review of the basics of the nutritional sciences. Then the various modes of applied human nutrition available to the physician in a variety of settings are described. The largest section of the book is comprised of 20 chapters reporting in detail the application of human nutritional science to the practice of the clinical specialties. Finally, an appendix provides in tabular form some basic reference materials. (BB)

ED 159 133 SP 012 808

Are Teacher Centers the Answer?

Spons Agency-Association of Teacher Educators, Salt Lake City. Utah Unit.; Utah State Board of Education, Salt Lake City.

Pub Date-Apr 78

Note-31p.; Proceedings of the Annual Conference on Teacher Education (11th, Salt Lake City, Utah, April 14, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Administrator Attitudes, *Federal Regulation, Financial Support, *Governance, *Government School Relationship, Inservice Teacher Education, *Superintendent Role, *Teacher Centers

Four viewpoints on teacher centers are presented. (1) teacher centers in the context of inservice education, current models and possibilities for success; (2) reservations and attitudes of school district superintendents; (3) the Utah Education Association's position on governance and organization of teacher centers; and (4) the State Board of Education's stand on the concept of teacher centers, their financing, initiation, and evaluation. (JD)

ED 159 177 TM 007 349

Silvestro, John R.

Second Dentition as a Supplementary Index of School Readiness.

Pub Date-Mar 78

Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Age, *Child Development, Cognitive Development, *Dental Evaluation, Grade 1, Grade 2, Growth Patterns, Maturation, *Physical Development, Primary Education, *Readiness (Mental), Reading Ability, *School Readiness Tests, Sex Differences, Test Validity

Identifiers-Concept Assessment Kit Conservation, Devereux Elementary School Behavior Rating Scale, Gates MacGinitie Reading Tests, Metropolitan Readiness Tests

The efficacy of second dentition, the number of erupted teeth, as an index in assessing school readiness was examined. A series of cognitive, achievement, and social-emotional instruments were administered to a group of 41 first- and 43 second-grade children. The tests used in this study were: Devereux Elementary School Behavior Rating Scale, Metropolitan Readiness Tests, Concept Assessment Kit-Conservation, and Gates-MacGinitie Reading Tests. Scores on these instruments were correlated with the number of erupted second teeth, as determined by a dental hygienist and with chronological age (in months). Second dentition scores were shown to be a far better correlate of overall school readiness than was chronological age. Specifically, second dentition was a useful supplementary readiness index for first-grade boys. The data suggest the importance of biological indices of development in assessing school readiness. Additional areas for future research relating to second dentition were discussed. (Author/CTM)

ED 159 198 TM 007 465

Rubin, Rosalyn And Others

The Coopersmith Self-Esteem Inventory Related to Academic Achievement and School Behavior. Interim Research Report # 23.

Minnesota Univ., Minneapolis. Dept. of Psychoeducational Studies.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jul 76
Grant-OEG-32-33-0402-6021
Note-30p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Academic Achievement, Behavior Rating Scales, Correlation, *Intelligence Quotient, Intermediate Grades, Literature Reviews, Multiple Regression Analysis, Performance Factors, *Self Concept Tests, *Self Esteem, *Socioeconomic Status, *Student Behavior, Student Evaluation
Identifiers-*Coopersmith Self Esteem Inventory

Scores on the Coopersmith Self-Esteem Inventory were related to scores on achievement and intelligence tests, and to socioeconomic level and to teachers' ratings of student behavior, in order to test the hypothesis that student self esteem would have a positive effect on academic achievement. There was a small but statistically significant positive relationship for self-esteem scores when they were added to intelligence test scores and socioeconomic status to predict achievement test scores for 12 year old students. The self-esteem scores were also similarly related to teacher ratings of school behavior. The School-Achievement subscale of the Coopersmith inventory related more strongly to achievement test scores than did the other three subscales (General Self, Home-Parents, and Social Self-Peers). Self esteem scores showed a stronger relationship to achievement test scores than did socioeconomic status or teachers' ratings of student behavior. Further research is recommended to determine the relationship between these variables in low achievers, behavior problems, or children with low self esteem. A brief review of research using Coopersmith's Self Esteem Inventory is included. (CTM)

ED 158 831 PS 009 534

Gallimore, Ronald And Others

Solving Problems in Hawaiian-American Classrooms: Excellent Teaching and Cultural Factors. Technical Report #2.

Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.

Spons Agency-California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.

Pub Date-Feb 75

Note-21p.; For related documents, see PS 009 533 and PS 009 535-573

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Behavior Change, Behavior Patterns, Behavior Problems, *Classroom Research, Consultants, Contingency Management, Cultural Factors, *Demonstration Projects, *Early Childhood Education, Educational Improvement, *Educational Strategies, Hawaiians, *Inservice Teacher Education, Teaching Techniques

Identifiers-Hawaii, Kamehameha Early Education Program

This paper describes a community research project which preceded the development of the Kamehameha Early Education Project (KEEP). The community project was designed to assist teachers in solving classroom behavior and academic problems. The initial focus on workshops and theories proved inadequate for dealing with daily classroom problems. A subsequent approach involved classroom consultants who worked with teachers in designing strategies for more effective teaching and classroom management. These strategies consisted of a 3-step process: identifying the target behavior, recording the occurrence of the behavior in the classroom, and developing an intervention strategy. It is suggested that this approach not only reduced problem behaviors but also significantly increased the teachers' sensitivity and responsiveness to individual and cultural differences. (BD)

ED 158 929 RC 010 685

Colette, W. Arden, Comp. Easley, Gail, Comp.

The Role of Communication and Attitudes in Small Farm Programs. A Synthesis. SRDC Synthesis Series No. 4.

Southern Rural Development Center, State College, Miss.

Spons Agency-Rural Development Service (DOA), Washington, D.C.

Pub Date-Aug 78

Note-43p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Adoption (Ideas), *Adult Farmer Education, *Attitudes, Behavior Patterns, Change Agents, *Change Strategies, Changing Attitudes, *Communication (Thought Transfer), Communication Problems, Diffusion, Economic Disadvantagement, Extension Education, *Improvement Programs, Intercommunication, Low Income Groups, Rural Population

Identifiers-*Small Farms

The ever-widening gap in farm productivity and income has resulted from differences in access to resources such as land and credit, limited access to information, and deliberate decisions by some farmers not to change. This last cause is the most difficult to correct. The decision not to adopt new practices is based on attitudes, values, and goals; these may need to be changed before different decisions can be reached. Adopters and non-adopters exhibit distinctly different characteristics, attitudes, value orientations, and behavior patterns. Different methods of communication are required to reach these discrete audiences. In the spread of information to disadvantaged farm populations, publications are not as effective as communication on a one to one basis. Information is best exchanged and accepted through face to face contact with county extension agents, home economics agents, nutrition aids, vocational-agricultural teachers, government representatives, and especially with family, friends, and neighbors. Attitudes such as traditionalism, conservatism, familism, and debt avoidance inhibit the adoption of new ideas. Guidelines are listed for a change agent to utilize in promoting both a positive attitude toward change and the acceptance of new ideas. (Author/DS)

ED 158 998 SE 024 693

Moore, R. L. And Others

Safe Effective Use of Pesticides, A Manual for Commercial Applicators: Fumigation with Pesticides.

Extension Service (DOA), Washington, D.C.; Michigan State Univ., East Lansing. Cooperative Extension Service.
Report No.-MSU-EB-E-1032-12
Pub Date-Dec 76
Note-58p.; For related documents, see SE 024 681-692 and ED 152 516-517; Contains occasional light type
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Certification, *Disease Control, *Instructional Materials, *Pesticides, Post Secondary Education, *Public Health, *Safety
Identifiers-*Fumigation, Michigan, Pest Control

This manual is designed to assist uses of fumigant pesticides prepared for certification under the Michigan Pesticide Control Act of 1976. An introduction with the explanation of fumigation is presented. The nine sections included describe: (1) Nature and effects of fumigants; (2) Modern fumigants; (3) Precautions to follow when using fumigants; (4) Use of safety devices; (5) Types of fumigation enclosures; (6) Greenhouse fumigation; (7) Fumigation of grain in bulk; (8) Soil fumigation; and (9) Fumigation procedures. A list of self-help questions and instructions for completing the questions are presented at the end of each section. (HM)

ED 159 048 SE 024 883

Citizens' Workshops on Energy and the Environment Handbook.
Department of Energy, Washington, D.C.
Report No.-DOE/OPA-0023(3-78)
Pub Date-78
Note-39p.
Available from-Department of Energy, Technical Information Center, P.O. Box 62, Oak Ridge, Tennessee (free)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Community Education, Computer Assisted Instruction, Conservation Education, *Energy, *Environmental Education, *Pollution, Population Education, *Public Affairs Education, Science Education, Simulation

The citizens' workshops provide the opportunity for discussion of a wide variety of issues relating to energy and the environment. They are conducted by qualified energy specialists. In the workshops citizens are able to make judgments on the use of energy resources, environmental effects, growth, and the quality of life using the energy-environment simulator (an analog computer decision-making game). This handbook gives a brief discussion of energy and environmental topics, a quiz to test knowledge of energy-environment issues, a glossary of important energy words, and a list of publications. (BB)

Clark, Burton R.

The Changing Relations Between Higher Education and Government: Some Perspectives From Abroad. Yale Higher Education Research Group Working Paper.

Yale Univ., New Haven, Conn. Inst. for Social and Policy Studies.
Report No.-YHERG-21
Pub Date-Nov 77
Note-28p.; Paper presented to the Inservice Education Program Seminar, 24th Annual Meeting of the Education Commission of the States (Big Sky, Montana, August 2, 1977); Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Access to Education, Bureaucracy, Centralization, *College Role, Comparative Analysis, Decentralization, Educational Change, Educational Planning, *Educational Policy, Equal Education, *Foreign Countries, *Government School Relationship, Higher Education, *Institutional Autonomy, *Power Structure
Identifiers-Europe

Approaches to the organization and administration of higher education drawn from other countries are presented. In some countries, higher education is coordinated by a central bureaucracy in which there is much nationalization of the curriculum, a nationalized degree structure, and a nationalized system of admissions. This approach is contrasted to decentralized and diversified systems which are more responsible to societal changes. The control of higher education by a monopoly of power or by a single form of organization is discussed. Decision-making needs to take place closer to the participants and the realities of local operating conditions. Cross national comparison indicates the insufficiency of uniform institutions and the need for institutional differentiation. The European version of open-door access and the notion of educational equality are discussed. Autonomous action and planning are both needed as mechanisms of differentiation, coordination, and changes. (SW)

ED 158 642 HE 010 325

Lifelong Education and University Resources. The Development of Higher Education Series.

International Association of Universities, Paris (France).; United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date-78

Note-193p.; Papers presented as background material at the 6th General Conference of the International Association of Universities (University of Moscow, August 1975)

Available from-UNESCO, 7 Place de Fontenoy, 75700 Paris, France ($13.75)

Document Not Available from EDRS.

Descriptors-*Adult Education, Case Studies, *College Role, Comparative Education, *Continuous Learning, Educational Demand, Educational Needs, *Educational Planning, *Foreign Countries, Higher Education, Learning Experience, *Needs Assessment, Resource Allocations, Student College Relationship

Identifiers-Africa, Canada, France, Ghana, Lifelong Learning, Poland, Sweden, Switzerland, Venezuela, Zambia

Redistribution and redeployment of university resources, both human and material, have begun in a number of countries to meet the new needs of lifelong education. Selected case studies that appear to be characteristic and representative of different types of university situations in different countries are presented in this book. Analysis of the case studies may reveal useful criteria and future directions for the process of adaptation of the university to the needs of lifelong education. Contributions from different countries are as follows: The Threshold of New Reforms in Sweden,'' by Hans Lowbeer; Projects and Questions in Quebec,'' by Paul Lacoste, in collaboration with Andre Fortin; Some Observations in the Light of the Experience of the University of Geneva,'' by Bernard Ducret; Case-Study of the University of Zambia,'' by A.W.A. Yousif; Lifelong Education Policies in Venezuela,'' by Victoria Heredia de Hernandez; Case-Study of a Socialist Country: Poland,'' by Ryszard Wroczynski; The Position of Ghana and Some Other African Countries,'' by K.A.B. Jones-Quartey; and A French Private Education Experiment,'' by G. Leman. (SW)

ED 158 701 IR 005 791

Emrick, John A. Peterson, Susan M.

A Synthesis of Findings Across Five Recent Studies of Educational Dissemination and Change. Executive Summary (Management version) (Policy version).

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jan 78

Contract-400-76-0050

Note-26p.; Pages 1-9 of the Policy Version are omitted as they are identical to the same pages in the Management Version

Available from-Educational Dissemination System Support Program, Far West Laboratory for Educational Research and Development, 1855 Folsom, San Francisco, California 94103 ($2.00 prepaid)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Educational Administration, *Educational Change, Educational Needs, Educational Policy, *Educational Research, Educational Researchers, Guidelines, *Information Dissemination, Information Utilization, Management Information Systems, *National Surveys, *State of the Art Reviews, *Synthesis

Five recent large-scale investigations of educational dissemination and change in American schools are reviewed, consolidated, and synthesized to derive a set of conclusions regarding the current state of knowledge for policy makers, program administrators, and researchers. The material is presented as an executive summary in similar management and policy versions. Two key conclusions drawn from this synthesis are that some form of personal intermediary or linkage is essential to the dissemination process, and that a relatively comprehensive yet flexible external support system is needed to provide crucial materials and in-person utilization assistance. Implications are derived from these conclusions for dissemination-related policy, administration/management, and research and evaluation. Guidelines provided for an effective dissemination/utilization program are based on components of successful approaches to dissemination and change identified in reviewing the five studies. (Author/CMV)

ED 158 723 IR 006 177

Wilcox, Wayne C. Schneider, Edward W.

Student Opinions of the TICCIT System.

Brigham Young Univ., Provo, Utah. Inst. for Computer Uses in Education.
Report No.-ICUE-TR-17
Pub Date-Mar 76
Note-37p.; For related documents, see IR 006 172-176, 178, and 180-183
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Computer Assisted Instruction, Course Evaluation, Display Systems, English Education, Higher Education, Mathematics Education, Question Answer Interviews, Questionnaires, Student Attitudes, *Student Opinion, *Surveys, Teaching Methods, Undergraduate Study
Identifiers-*TICCIT Computer System

Twenty male and female students with online experience using TICCIT in their freshman English and mathematics courses agreed to individual interviews concerning their opinions of TICCIT as a system of instruction. During each interview a questionnaire was administered, after which 17 questions were asked by the interviewer. Results from the interviews and questionnaires indicated that over 50 percent of the students felt that computer assisted instruction was more effective for retention of learning material and thorough understanding and integration of subject matter, and found it more interesting than discussion. Ninety percent of the subjects indicated that they liked the freedom provided by the learner control capabilities of TICCIT. Appendices include the student interview schedule and questionnaire forms. (CMV)

ED 158 792 JC 780 449

Illinois Community College Board Policy Manual.

Illinois Community Coll. Board, Springfield.
Pub Date-21 Jul 78
Note-37p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Board of Education Policy, *College Administration, College Admission, Community Colleges, Costs, Degrees (Titles), Facilities, Financial Policy, Financial Support, Guidelines, Interinstitutional Cooperation, *Junior Colleges, Junior College Students, *Manuals, Program Development, State Aid, *State Boards of Education
Identifiers-Illinois

The fifth in a series of revised editions since 1967, this 1978 manual provides policy guidelines for Illinois public community colleges. Chapter 1 covers the state college board definitions relative to community college operations policy. Chapter 2 deals with board operation and general policies according to such topics as power and duties; offices; meetings; rules, regulations, criteria, and standards; procedures and guidelines; position papers; the executive director and staff; advisory committees; articulation procedures; and planning studies. Chapter 3 on standards and criteria for community college recognition contains sections on college documents, reports, revenue, academic practices, degree programs, instruction, and support and student services. Policies for the Recognition Program are reviewed in Chapter 4. Chapter 5 deals with students in terms of admissions, enrollment, and awards. Chapter 6 discusses programs and program approval, detailing such things as independent study, upper and lower division courses, interinstitutional cooperation within and out-of-state, and state and regional planning. Apportionment of state funds is treated in Chapter 7, while Chapter 8 covers accounting, financial records, audits, management information systems, and unit costs. Chapter 9 contains information on capital projects, sites, and construction. (TR)

Gellhorn, A., Ed. And Others
Health Needs of Society: A Challenge for Medical Education.
World Health Organization, Geneva (Switzerland).
Pub Date-77
Note-221p.; CIOMS Round Table Conference (10th, Ulm, Federal Republic of Germany, July 6-10, 1976)
Available from-Office of Publications, World Health Organization, Geneva, Switzerland (Order No. ISBN-92-4-056012-2; $9.00)
Language-English; French
Document Not Available from EDRS.
Descriptors-*Conferences, Diseases, Health, *Health Personnel, *International Organizations, *Medical Education, Medical Services, *Physicians, Research
Identifiers-World Health Organization

This publication is a World Health Organization (WHO) document. The first part contains the proceedings of the 10th Round Table Conference of the Council of International Organizations of Medical Sciences (CIOMS), held in Germany in July 1976, to examine the potential contribution and limitations of medical education in meeting the needs of community health services. The proceedings contain papers by experts in the field of health planning and health manpower development, on health and diseases, their impact on society and their implications in respect to the responsibilities of the medical profession. The second part of this document contains the report of part of the Scientific Session of the 10th General Assembly of CIOMS held in Geneva in November 1976, which was devoted to the problem of medical education regarding new health needs of society and represented a follow-up of the 10th Round Table Conference. (GA)

Allen, Russell H. Chambers, Donald L.

A Comparison of the Mathematics Achievement of Males and Females. Bulletin No. 9194.

Wisconsin State Dept. of Public Instruction, Madison. Div. for Management and Planning Services.
Pub Date-Nov 77
Note-19p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Achievement, *Comparative Statistics, *Educational Research, Elementary School Mathematics, Elementary School Students, Elementary Secondary Education, Norm Referenced Tests, *Secondary School Mathematics, *Secondary School Students, Sex (Characteristics), *Sex Differences, Test Results
Identifiers-Research Reports

Current research suggests that the difference in mathematics achievement between males and females in and beyond the junior high school grades is a direct consequence of the decision by many girls not to take advanced mathematics courses during high school. The first section of this paper indicates at least three factors influence this decision: (1) a lower feeling of competency among many females; (2) acceptance by many females that mathematics is a male activity; and (3) the feeling among many females that mathematics is not likely to be of much use in future career aspirations. Sections II, III, and IV compare the scores of males and females on an objective-referenced mathematics test and on a norm-referenced test. All of the scores reported are for fourth, eighth, and twelfth grades and all reflect the national pattern: that girls compare favorably with or higher than boys in the elementary grades, but show lower achievement levels in the upper grades. Section V offers some recommendations which might serve to alter this pattern of weaker mathematics preparation found among girls. These recommendations are addressed to teachers, counselors, administrators, and parents, and suggest specific ways of encouraging more girls to enroll in mathematics courses. (Author/MP)

ED 159 114 SO 011 128

Instructional Objectives in Citizen Education: Final Report.

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-31 May 78
Note-23p.; For related documents, see SO 011 124-130
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Citizen Participation, *Citizenship, *Civics, Educational History, Educational Improvement, *Educational Objectives, *Educational Trends, Elementary Secondary Education, Environmental Education, Ethnic Studies, Filing, Futures (of Society), Global Approach, *Information Storage, Inquiry Training, Learning Characteristics, Legal Education, Literature Reviews, *Skill Development, Social Studies, Values

Identifiers-*Citizenship Education

This report presents information about citizen education objectives since 1966. The document comprises three major sections. The first section describes strategies used in searching for objectives, examines trends in citizen education, reports on increasing interest in writing objectives since 1966, and identifies skill and knowledge objectives. Knowledge objectives are identified for civics, environmental education, law-related education, ethnic education, and global studies. Skill objectives are suggested for inquiry training, values education, conflict resolution, and political participation. The second section identifies problems in locating objectives (methodological issues) and difficulties relating to the content and form of objectives (substantive issues). Section III recommends developing an objectives handbook and an objectives reference file which include objectives for various grade levels, content areas, and instructional modes. A final suggestion is to explore the possibility of coordinating the objectives reference file with a compendium of instructional materials in citizen education. (Author/DB)

ED 159 134 SP 012 844

Butler, Matilda Paisley, William

Factors Determining Roles and Functions of Educational Linking Agents with Implications for Training and Support Systems. Educational Knowledge, Dissemination, and Utilization: Occasional Paper Series.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 78
Note-54p.
Available from-Educational Dissemination System Support Program, Far West Laboratory for Educational Research and Development, 1855 Folsom St., San Francisco, California 94103 ($2.00)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Information Dissemination, *Professional Training, *Research Utilization, Resource Staff Role, *Role Theory, *Task Analysis, Training Objectives, Training Techniques
Identifiers-*Linking Agents, *Training Needs

Relationships are examined among linking functions and the linking agent role in the context of factors that determine the function and affect the role. The historical context in which educational dissemination has evolved is described, and three major clusters of dissemination concepts that have been identified and analyzed since 1966 are examined: the diffusion of new ideas and practices; the structure and function of dissemination programs; and the multiple contexts in which dissemination occurs. Analysis of past and present experience in dissemination programs that employ linking agents indicates that the roles and functions of linking agents are differentiated along two dimensions. One dimension involves the intra-organizational versus extra-organizational locus of linkage activity. The other dimension involves the linking agent's entitlement'' to act on behalf of the organization in different ways. The concept of entitlement'' accounts for marked differences in the approach of linking agents to clients and the nature of the ensuing exchange. The concept is an amalgam of expectation, legitimation, auspices, functions, and an additional factor that is best described as the linking agent's presentation of self. Examples of three modal roles that result from three entitlements'' are described (resource finder, process helper, solution giver), and the relationship of these roles with selected linking functions is discussed. Considered among the implications for training and support systems are these: the present lack of strict definition of linking roles and functions; the consequent need for flexibility in training and performance; and the shortage of qualified trainers. A training approach that accounts for these implications is suggested. (Author)

ED 159 157 SP 013 022

Thygerson, Alton L.

Study Guide for First Aid Practices.

American National Red Cross, Washington, D.C.

Pub Date-78

Note-200p.

Available from-Prentice-Hall Inc., Englewood Cliffs, New Jersey 07632 ($5.95)

Document Not Available from EDRS.

Descriptors-Accidents, *First Aid, *Health Guides, *Injuries, Medical Services, *Medical Treatment, *Rescue, Safety

This study guide is designed to accompany the American National Red Cross texts ADVANCED FIRST AID AND EMERGENCY CARE and STANDARD FIRST AID AND PERSONAL SAFETY. Part one serves as an introduction to first aid. The legal aspects of first aid are discussed along with a list of suggested first aid kit contents, and information on first aid books is included. Also found in part one are questions and charts on vital signs, a psychological first aid chart, and information on death with which a first aider may have to cope. The eighteen chapters in part two correspond directly to the eighteen chapters in ADVANCED FIRST AID and EMERGENCY CARE. Each of the chapters contains study guide questions, a self-test, and a list of terms. A page number referring to the Red Cross text allows students to check their answers. Included also in part two are knowledge tests, a self-evaluation form, and several first aid situations presented as opportunities for problem solving. (Author/JD)

ED 158 682 HE 010 396

Gomberg, Irene L. Atelsek, Frank J.

Nontenure-Track Science Personnel: Opportunities for Independent Research. Higher Education Panel Reports, No. 39.

American Council on Education, Washington, D.C. Higher Education Panel.
Spons Agency-National Institutes of Health (DHEW), Bethesda, Md.; National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 78
Contract-NSF-SRS-77-17251
Note-62p.
Available from-Higher Education Panel, American Council on Education, One Dupont Circle, Washington, D.C. 20036

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Academic Rank (Professional), Administrative Policy, Biological Sciences, College Faculty, Doctoral Programs, *Graduate Professors, Higher Education, Medical Research, Medical Schools, *Organization Size (Groups), Private Colleges, *Research Directors, *Research Opportunities, Research Projects, Scientists, State Universities, Statistical Data, Surveys, *Tenure, Universities

Identifiers-Biomedicine

The Higher Education Panel of the American Council on Education conducted a survey to determine the size and characteristics of nontenure-track personnel at doctoral-level institutions and the extent to which these personnel are principal investigators in research projects. The survey involved 247 selected Panel institutions that award the Ph.D. or M.D. degree in biochemistry, biology, chemistry, genetics, medicine, microbiology, and pharmacology. During 1976-77, approximately 5,300 nontenure-track faculty and staff were employed full-time and 45 percent were eligible to apply for federal research support as principal investigators. Medical school departments employed 61 percent of nontenure-track employees, and graduate science departments employed 39 percent. Public institutions employed almost two-thirds of those surveyed. Findings on departmental policies and practices pertaining to research involvement on nontenure-track staff are reported. Statistical data, the survey instrument, and research methodology are included. (SW)

ED 158 769 IR 006 405

Gallagher, Margaret

Audio Visual Media for Teaching and Training: The Contribution of Research.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

Report No.-IET-88

Pub Date-78

Note-11p.; Paper presented at Educating the Trainers'' Conference (Keele, England, April 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Cost Effectiveness, *Educational Television, *Evaluation Criteria, *Instructional Design, Media Research, *Media Selection, Training

It is useless to spend time on studies investigating the large broad questions about the effect of media on teaching and learning. Smaller, more defined, more useful questions to ask are: How can we best use a given medium for a piece of instruction? How do the symbolic coding systems of a given medium relate to what a student learns from it? Within a given situation, which medium is more cost-effective than others? The ways in which audiovisual media are used at the Open University can be classified under five major categories: (1) to teach in ways that would otherwise be difficult or impossible; (2) to present experiences from life which would otherwise not be available; (3) to allow students to develop and practice intellectual skills; (4) to change students' attitudes; and (5) to guide and organize students' activities and to feed back the results of learning activities. A major problem often arises, however, when the tension between expectations about good professional broadcasting and sharp pedagogic content or function are dealt with in a way which attempts to graft on a plausible academic rationale to a well-established, familiar broadcasting format. The basic problem, however, is to ensure that what is intended to be learned is learned, and it is in the seeking and finding of possible solutions to this problem that research can make its major contribution. (Author/VT)

ED 158 812 JC 780 470

Lukenbill, Jeffrey D. McCabe, Robert H.

General Education in a Changing Society. General Education Program, Basic Skills Requirements, Standards of Academic Progress at Miami-Dade Community College.

Miami-Dade Community Coll., Fla. Office of Institutional Research.
Pub Date-78
Note-98p.
Available from-Auxiliary Services, Miami-Dade College, 11011 S.W. 104th Street, Miami, Florida 33176
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Academic Probation, *Academic Standards, Ancillary Services, *Associate Degrees, *Basic Skills, Community Colleges, Core Curriculum, Curriculum Design, *Degree Requirements, Educational Quality, Enrichment, *General Education, *Junior Colleges, Testing
Identifiers-*Miami Dade Community College FL

This document presents the results of Miami-Dade Community College's three-year effort to design a general education program for the community college. A rationale, definition, and 26 goals for general education introduce the revised programs and requirements in three areas: (1) basic skills requirements, (2) the general education program, and (3) standards of academic progress. The requirement for demonstrated proficiency in basic skills before degree award is discussed; procedures for assessment of basic skills at entrance, requirements for computation skills and reading and writing skills, the testing of hearing, speech, and sight disorders, and faculty responsibility for these communication goals are reviewed. The survival vs. enrichment'' and quality'' issues in associate degree programs are examined, followed by an outline of requirements for the associate in arts, associate in science, and associate in general studies degrees. Support services are described, including academic advisement, resources for developmental programs, credit by examination, and evaluation of the general education program. Standards of academic progress and resources and procedures for students in academic difficulty are outlined. A concluding discussion of the implementation process for the new requirements and changes in the general education program is presented with a timetable which marks full implementation for the Miami-Dade program in fall 1981. (MB)

ED 158 853 PS 009 556

Au, Kathryn H.

Relationships Between Selected Teacher Behaviors and Pupil Academic Achievement: Preliminary Observations (Sample Project A). The Effect of Teacher Input on Student Performance (Sample Project B). Technical Report #35.

Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.

Spons Agency-California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.

Pub Date- 74

Note-30p.; For related documents, see PS 009 533-555 and PS 009 557-573

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Academic Achievement, Achievement Rating, *Demonstration Programs, Early Childhood Education, Hawaiians, *Kindergarten Children, Modeling (Psychological), Performance Factors, Positive Reinforcement, Research, Student Teacher Ratio, *Student Teacher Relationship, *Teacher Behavior, *Teaching Styles

Identifiers-Hawaii, *Kamehameha Early Education Program

This Kamehameha Early Education Program (KEEP) report describes two studies on the effects of student-teacher interaction on student performance. Study I explored the relationship between three kinds of teacher behaviors (modeling, teacher attention to individual students, and praise-giving to individual students) and the pupil's academic achievement. The daily achievement of nine kindergarten children in the upper third of their class was recorded. Videotapes of 16 lessons (15 to 30 minutes each) on the use of cuisenaire rods for mathematical development were analysed. Results indicated that neither the teacher's modeling behavior nor the amount of praise and amount of individual attention awarded by her was related to the children's academic achievement. Study II investigated the effect of two methods of teacher input on student performance: working with one small group for a 5-minute period while the other children worked independently (condition A) and moving from table to table giving individual assistance as needed (condition B). The subjects, 28 kindergarten children, were divided into five heterogeneous groups. One group of six students was assigned to condition A and the rest to condition B. Differences in achievement between condition A and B were not statistically significant, although there were more statements of academic input to students under condition B than under condition A. (CM)

ED 158 874 PS 010 034

Inservice Teacher Training Materials: Individualizing Instruction, Classroom Management/Discipline, Motivation. EPIE Report: Number 80.

Educational Products Information Exchange Inst., New York, N.Y.; Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-May 77

Contract-NE-C-00-3-0108

Note-130p.

Available from-EPIE Institute, 475 Riverside Drive, New York, New York 10027 (EPIE Report Number 80, $10.00. plus $1.50 shipping)

Journal Cit-EPIE Report; v10 n5 May/June 1977

Document Not Available from EDRS.

Descriptors-*Class Management, Discipline, Elementary Secondary Education, *Individualized Instruction, Information Needs, *Inservice Teacher Education, *Instructional Materials, Media Selection, *Motivation Techniques, *Program Descriptions, Teacher Role

Identifiers-*Educational Products Information Exchange

This report contains detailed descriptions of 49 sets of materials designed to be used for inservice teacher training in individualizing instruction, classroom management and discipline, and motivation. The report attempts to provide consumer information for teachers choosing materials for inservice training. Each entry consists of a summary of the materials as well as a detailed description. The summary includes the following information: title, publication date, intended users, grade levels, number of participants, primary focus, school subjects or inservice topics covered, activities and resources involved in using the materials, price range, and a describer critique. The detailed description includes additional information on purpose, content, activities and resources, evaluation of teacher inservice learning, ordering information, history of development, and describer and user critiques. Most materials listed are intended for teachers in elementary and/or secondary grades. (BD)

ED 158 894 PS 010 093

Problems of Children of School Age (5-9 Years): Report on a Working Group.

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.

Pub Date-76

Note-49p.; Type size is small throughout

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Accidents, *Children, Conference Reports, *Emotional Problems, Environmental Influences, Health Education, Health Services, *Nutrition, *Planning, Program Planning, Risk, Slow Learners, *Social Problems, Social Services, *Special Health Problems, Urbanization

Identifiers-World Health Organization

This report presents the proceedings of a working group convened in Copenhagen in November 1975 by the World Health Organization to discuss the problems of children 5 to 9 years. The report focuses on a survey of the general problems of European children of this particular age, individual risk factors, and individual groups at risk, and suggests possible solutions to these problems. A review of the characteristics of children aged 5 to 9 considers relevant geographical population statistics, physical health and development, cognitive development, psychosocial development, and the growing involvement of the 5- to 9-year-old in the community outside home and school. A discussion of the problems of 5- to 9-year-olds comprises the largest section of the report. General problems which arise as a result of technological advances in society, urbanization, changing family structure, family migration within and between countries, unemployment, and other socioeconomic changes are briefly touched upon. Individual risk factors such as nutritional problems, infectious diseases, accidents, chronic diseases, and slow learning problems are described in detail. Environmental risk factors such as stress resulting from initial entry into school, urbanization, and non-optimal social and economic conditions are also discussed. Potential solutions are discussed in detail and recommendations based on the report are summarized. (CM)

ED 158 912 RC 010 654

Wheelock, Gerald C.

Changing Community Structure and Income Distribution: A Structural Equation Model.

Pub Date-30 Aug 78

Note-23p.; Page 10 may not reproduce well due to small print size; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, California, August 30-September 3, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Academic Achievement, Blacks, Caucasians, *Community Development, *Economic Change, Educational Planning, *Family Income, *Labor Force, Males, Managerial Occupations, Manufacturing, Migration Patterns, *Models, *Racial Differences, Rural Areas, Rural Urban Differences

Identifiers-Alabama

A preliminary model of community economic development processes, consisting of a system of simultaneous equations, is used to describe how these processes influence changes in median family income and income inequality. The analysis was performed on 61 racially mixed counties in Alabama, using 1960-70 census data. Social and demographic variables used were a Gini Index of Income Inequality in 1960 and changes in labor-force participation, manufacturing, managers, and in white and black shares of male employment. Other variables were measures of 1960-70 income distribution, 1960 median family income, proportion of black male labor force in 1960, professionals, high school education, and female-headed families. The model suggested that in urban communities, income distribution patterns are favorably influenced by division of labor at professional and managerial levels, while in low income communities, manufacturing is the path to increased median incomes. Increase in labor force participation was the key to average increase in median income and reduced income inequality in middle and lower-middle class communities. Racial disparities were evident in all cases, but in all communities, increases in education led to increased incomes and indirectly to reduced income inequality. This indicates that strategies for rural community development should be related to schools and education. (RS)

ED 158 949 RC 010 727

Nontasak, Tatree Frese, Wolfgang

Objective and Subjective Quality of Life Indicators: An Exploratory Analysis.

Pub Date-Feb 78

Note-17p.; Paper presented at the Annual Meeting of the Southern Association of Agricultural Scientists (75th, Houston, Texas, 5-8 February, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-American Indians, Blacks, Caucasians, *Heads of Households, Local Government, Measurement Techniques, *Quality of Life, Recreational Activities, *Rural Family, *Social Indicators, Socioeconomic Status, *Southern States

Identifiers-*Objective Evaluation, *Subjective Evaluation

Accompanying rising affluence has been a gradual, consistent decline in reported levels of happiness. Crime rates, drug addiction, violence, and alienation show widespread dissatisfaction with aspects of life. Quality of life should therefore not be measured solely in terms of material wealth; psychological indicators should also be used. Data collected from 1,630 rural household heads (1,218 white, 369 black, 43 American Indian) in eight Southern states studied the nature of this relationship between objective and subjective quality of life measures. The study included three indexes: (1) an Objective Family Quality of Life covering socioeconomic status, leisure-time activity participation, and a level of living scale; (2) a Subjective Family Quality of Life showing satisfaction of the household head with his residence, income, and his perception of changes in his family situation; (3) a Subjective County Quality of Life measuring perception of changes in county economic opportunities, government, and services. Findings indicated mild positive correlation between objective and subjective family quality of life indices and between subjective family and subjective county quality of life indices. With the exception of white respondents, no relationship was found between objective family and subjective county quality of life indices. Lack of strong correlation suggests the inadvisibility of substituting one index for the other. (DS)

ED 158 999 SE 024 738

Using Pesticides: Private Applicator Manual, Texas.
Texas A and M Univ., College Station. Texas Agricultural Extension Service.
Report No.-MP-1289
Pub Date- 77
Note-47p.; For related document, see SE 024 739; Pesticide labels will not reproduce well; Contains occasional small print
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Agricultural Production, *Disease Control, Entomology, Equipment, *Instructional Materials, *Job Skills, *Legislation, *Pesticides, Public Health, *Safety
Identifiers-Pest Control, Texas

This manual is designed by the Texas Department of Agriculture as a training program for private pesticide applicators to certify them on a voluntary basis, and to apply restricted-use pesticides in compliance with federal law. An introduction with federal and state laws and regulations regarding pesticide use and private applicators is presented. Topics discussed include labels and labelling, pesticide safety, environmental considerations, application equipment and calibration. The manual also presents pests and pest damage, insect pests, plant disease control, weed control, brush control, aquatic vegetation control, and wildlife damage control. (HM)

Three National Assessments of Science: Changes in Achievement, 1969-77. Selected Results from the Third National Assessment of Science.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency-National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.-NAEP-SR-08-S-00
Pub Date-Jun 78
Contract-OEC-0-74-0506
Note-44p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Academic Achievement, Achievement, *Educational Assessment, Elementary School Science, Elementary Secondary Education, *National Competency Tests, Performance, *Science Education, Secondary School Science, Statistical Analysis
Identifiers-*National Assessment of Educational Progress

This is a report by the National Assessment of Educational Progress that contains selected results from the Third National Assessment of Science conducted in 76-77, with emphasis on relative performance changes in achievement from 1969 to 1977. The report describes the data base and methods of measuring changes of performance. It reports on the general patterns of change in science achievement across three age groups; the trend is downwards for the 9 and the 13 year olds, but to a lesser extent than in the first and second assessments, while achievement level of the 17 year olds continues to decline over the three assessments. Students in rural areas have shown consistent improvement in succeeding assessments. The report shows that the achievement level of whites is higher than that of blacks, and that of males is also higher than that of females in all three assessments. In the three appendices at the end numerous tables of results are supplied. (GA)

ED 159 049 SE 024 884

Clark, Roy E. Roat Candace L.

Metrication and Dimensional Coordination - A Selected Bibliography.

National Bureau of Standards (DOC), Washington, D.C. Center for Building Technology.; National Bureau of Standards (DOC), Washington, D.C. Inst. for Applied Technology.
Report No.-NBS-SP-458
Pub Date-Apr 77
Note-36p.; Some pages may not reproduce clearly due to small type
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 003-003-01684-5; $1.30)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Adult Vocational Education, Building Materials, *Construction Industry, *Measurement, *Metric System, Modular Building Design, *Technical Mathematics, Vocational Education
Identifiers-*Dimensional Coordination

The United States changeover to the use of the SI (International Metric) measurement language presents the construction industry with the need to review and adapt many product standards and practices for the use of metric measurement units. These adaptations and changes can bring substantial benefits to the industry in the form of permanently recurring cost savings. A practice of potentially great benefit would be the incorporation of dimensional coordination in the new metric standards for sizes of building products. For such benefits to be realized however, the involved issues must be effectively addressed and the requisite decisions made and implemented. Considerable literature pertinent to the issues and decisions has been published in the United States and in other (primarily English-speaking) countries that have been implementing metriciation and dimensional coordination in the past decade. This report aids construction industry consideration and resolution of metrication decisions by providing a guide to the best available resources relevant to the issues. A list of key issues and relevant questions to those issues is presented and referenced to a list of sources with abstracts. The key issues are: metrication, dimensional coordination, institutional arrangements, international interchange, and general. (MP/Author)

ED 159 095 SO 011 101

Madeja, Stanley S., Ed.

The Arts, Cognition, and Basic Skills. Second Yearbook on Research in Arts and Aesthetic Education.

Aspen Inst. for Humanistic Studies, New York, N.Y.; Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Note-269p.; Pages 207-209 may not reproduce clearly in hard copy due to small type size of original document
Available from-Cemrel, Inc., 3120 59th Street, St. Louis, Missouri 63139 ($12.00)
EDRS Price MF-$0.83 HC-$14.05 Plus Postage.
Descriptors-Aesthetic Education, *Art, Art Education, *Basic Skills, *Cognitive Processes, *Conference Reports, *Educational Philosophy, *Educational Research, Perception, Sciences, Theories, Transfer of Training, Visual Arts

The book contains papers and discussion summaries from a conference on the relationship of the arts to cognition and basic skills and the relevance of art and aesthetics research to art education. The papers suggest researchable questions in the arts and provide examples of ongoing studies in these areas. These questions are grouped into three main areas of inquiry: The Arts as Symbolic Representation; Definitions of the Underlying Processes in Cognition; and, How the Development and Acquisition of Cognitive Skills Relate to the Arts. The first area encompasses questions about the arts as symbolic representations, styles of world-making, symbol systems and standards of objectivity, the conveyance of meaning and truth, and the role of aesthetic criteria. The second area of inquiry focuses on cognitive operations, basic cognitive skills, acquisition of skills, and the nature of cognitive processes in the arts. The final area, handled less comprehensively than the first two, deals with enhancement of the processes of making and knowing about the arts, and the amount of knowledge required to create art. (Author/BC)

Allen, George E. Firlie, P. Edward
A Progress Assessment of the School Health Education Project of Appalachian Maryland. Project #03-H-000, 274-02. ARC Section 202-Health Demonstration and Maryland Regional Medical Program Funds.
Regional Education Service Agency of Appalachian Maryland, Cumberland.
Spons Agency-Department of Health, Education, and Welfare, Philadelphia, Pa. Region III.
Pub Date-Dec 76
Note-43p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Academic Achievement, *Course Evaluation, Criterion Referenced Tests, *Health Education, Human Body, Hygiene, Intermediate Grades, Junior High Schools, *Parent Attitudes, Program Evaluation, *Questionnaires, *Teacher Attitudes, Workshops

A program of health education was instituted in 1974 in three counties of Appalachian Maryland, beginning in fifth grade and designed eventually to include sixth and seventh grades. The first phase was a workshop for approximately 165 teachers designed to take them through the same learning experiences that they would provide to their own students. Results of a questionnaire administered to the teachers at the end of the workshop are presented. At the beginning of the year, a 54-item test of knowledge about the lungs and respiratory system was administered to the fifth grade pupils; it was readministered at the end of the year. Mean scores for the group increased from 19 to 27. This gain was judged to be statistically significant. Parents of the children also replied to a questionnaire about their attitudes and opinions. The responses to this questionnaire are presented. In general, the questionnaires elicited very favorable responses. (CTM)

ED 158 662 HE 010 367

Anderson, Philip W. And Others

Collegiate Programs in Allied Health Occupations; Program Cost and Financial Aid.

American Society of Allied Health Professions, Washington, D.C.

Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Pub Date-Feb 77

Contract-N01-MI-24316

Note-87p.: Some parts of document may be marginally legible

Available from-American Association of Allied Health Professions, One Dupont Circle, Suite 300, Washington, D.C. 20036

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Colleges, Community Colleges, *Fees, *Health Occupations Education, Higher Education, Institutional Characteristics, *Instructional Student Costs, Junior Colleges, National Surveys, Statistical Data, *Student Costs, *Student Financial Aid, Tables (Data), *Tuition, Universities

Identifiers-*Allied Health

Presented is a statistical summary of program cost data of students enrolled in collegiate allied health programs. Opportunities for students financing their education through scholarships, stipends, loans, or work-study programs are also presented. The data represent 5,035 allied health programs offered at 889 senior colleges and 539 junior or community colleges in the U.S. for the 1973-74 academic year. Student cost information on 146 specific allied health occupations is reported. This covers fixed institutional charges for tuition in addition to costs for books, lab fees, uniforms, and other important items. Supplies, social expenses, and room and board are not included. Data are presented in tabular form with some narration. (MSE)

ED 158 724 IR 006 178

Black, Dean Bunderson, C. Victor

Teaching Instructional Design on TICCIT.

Brigham Young Univ., Provo, Utah. Inst. for Computer Uses in Education.
Report No.-ICUE-TR-18
Pub Date-12 Jul 76
Note-103p.; For related documents, see IR 006 172-177 and 180-183
EDRS Price MF-$0.83 HC-$8.01 Plus Postage.
Descriptors-*College Teachers, *Computer Assisted Instruction, *Course Descriptions, Course Objectives, Display Systems, Educational Principles, Higher Education, Individualized Instruction, *Instructional Design, *Teacher Education
Identifiers-*TICCIT Computer System

An individualized instructional development training program was developed that allows teachers to enter at several points and move through the instruction in a way that suits their own particular needs and challenges. The program was designed for implementation on the TICCIT computer controlled television system, although it could be adapted to any medium. Seven principles guided the course design: (1) simplicity, compatibility, and quality; (2) prescriptive instruction; (3) starting where teachers are; (4) production of lesson materials immediately useful to teachers; (5) a "zoom lens" feature; (6) simple worksheets; and (7) case study examples. The course summary included contains a course map, introduction, and four units; each unit is divided into lesson and segment sub-categories. Unit 5 was still in preparation. (CMV)

ED 158 746 IR 006 318

Rogers, M. Maggie Burrell, Peggy

When Do We Start? Library Continuing Education in Oregon: A Survey and Assessment of Educational Opportunities.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-Oregon State Library, Salem.
Pub Date-1 Jun 78
Note-75p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Librarians, Library Education, *Library Surveys, Media Specialists, Meetings, *Needs Assessment, *Professional Continuing Education, Public Libraries, Questionnaires, School Libraries

A three phase needs assessment was conducted in Oregon to ascertain how important library professionals and paraprofessionals believed continuing education was to their job performance, if their needs for continuing education were being met, and what direction they would like to see continuing education take in the future. During the first phase, 126 public and 126 school libraries were sent two copies of the same questionnaire to be completed by one professional and one paraprofessional staff member. A 30 percent response rate was received and the responses from school libraries and public libraries were analyzed separately. Selected responses from professionals and paraprofessionals also appear in the report in both descriptive and tabular form. The second and third phases involved meetings with voluntary public and school library groups, and discussions with representatives of training institutions. The meetings and discussions were held to elict responses to problem statements, prioritize needs, and ascertain how training institutions were responding to requests for continuing education. The report concludes with a proposal for a continuing library education plan for Oregon developed as a result of the needs assessment. A copy of the questionnaire, tabular data, and a bibliography are appended. (Author/JPF)

ED 158 832 PS 009 535

Gallimore, Ronald And Others
A Proposal to Build an Education Research and Development Program: The Kamehameha Early Education Project Proposal. Technical Report #3.
Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.
Spons Agency-California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.
Pub Date- 74
Note-12p.; This report is adapted from the original proposal written in 1969; For related documents, see PS 009 533-534 and PS 009 536-573
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Consultation Programs, *Demonstration Projects, *Early Childhood Education, *Educational Improvement, Hawaiians, Information Dissemination, Laboratory Schools, Program Descriptions, *Program Proposals, *Teaching Methods
Identifiers-Hawaii, *Kamehameha Early Education Program

This report summarizes the programmatic features of a proposal for the Kamehameha Early Education Project (KEEP), a program aimed at the development, demonstration, and dissemination of methods for improving the education of Hawaiian and part-Hawaiian children. A brief description of the proposed project goals, structure, organization, and orientation is presented. Specific project components examined include: the demonstration school and the consultation program; the latter is intended to involve both the collection and collation of information and the dissemination of this information to teachers in the public schools. The issue of the project evaluation is touched upon briefly. (Author/JMB)

ED 158 930 RC 010 687

Guidelines for Out-of-School Experiences.
Queen's Univ., Kingston (Ontario). Science Resource Centre.
Pub Date- 73
Note-23p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Athletics, *Elementary Secondary Education, Field Experience Programs, *Field Trips, Financial Support, *Guidelines, *Outdoor Education, Publicize, Safety, *School Policy, Student Transportation, Supervision, Swimming, *Teacher Responsibility

As a mechanism by which policy for out-of-school experiences is carried out, these guidelines developed for Bruce County Schools, Canada, in 1972-73 are intended to insure pupil safety and set forth teacher responsibility during educational outings and excursions for students of all levels. Included are administrative procedures for obtaining school approval for a variety of experiences, from walking trips in the neighborhood to overnight trips, and teacher responsibility for supervision and safety, encompassing planning, parent notification, first aid, minimum supervision ratios for different ages and kinds of trips, and requirements for water safety, canoeing, use of boats for field studies in science or geography, and other special skills or safety precautions. Under transportation, guidelines cover use of regular school vehicles, watercraft and aircraft, and automobiles. Responsibilities of volunteer drivers are briefly outlined, along with how out-of-school programs should be financed and what public relations efforts can be made both toward parents and the community at large. Appendices contain some direction for emergency situations, accident procedures, excerpts from the 1972 Public Health Act dealing with lifeguards, aquatic instructors, and water safety assistants, and the following forms: information letter to parents, permission letters, medical treatment consents. (RS)

Nelson, Harvey G. Powers, V. Michael

COED Transactions, Vol. X, No. 3, March 1978. Digital Graphics in a Hybrid Laboratory.

American Society for Engineering Education, Washington, D.C. Computers in Education Div.
Pub Date-Mar 78
Note-8p.
Available from-COED Transactions, ASEE, P.O. Box 308, West Long Branch, New Jersey 07764 (no price quoted)

Document Not Available from EDRS.

Descriptors-Computer Assisted Instruction, *Computer Graphics, *Digital Computers, *Engineering Education, *Graduate Study, Higher Education, Mathematics, *Programing, Science Education, Simulation

This document describes a system that has been developed to use a digital computer graphics terminal for interactive analysis of piecewise continuous systems of nonlinear differential equations. This program allows even a novice user to freely investigate the behavior of control systems and solutions of differential equations by changing initial conditions and system equations. The digital graphics alone has been an aid to teaching control and differential equations courses; the use of this system as a companion to the programing of hybrid analog-digital solutions of nonlinear differential equations has been shown to be an effective means for vividly illustrating comparative advantages of digital and analog methods. (Author)

Muir, Sharon Pray
A Test for Inquiry Social Studies: Administrator's Guide; Grades 5 and 6.
Pub Date-76
Note-15p.
Available from-Sharon Pray Muir, P.O. Box 688, University of Nebraska at Omaha, 514 Kayser Hall, Omaha, Nebraska 68101 (30 tests and administrators guide, $6.50); related dissertation available from University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 77-912)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Answer Keys, Cognitive Processes, Complexity Level, *Grade 5, *Grade 6, Inquiry Training, Intermediate Grades, *Multiple Choice Tests, *Social Studies, Statistical Data, *Test Items
Identifiers-*Test for Inquiry Social Studies (Muir), Test Manuals

The Test for Inquiry Social Studies (TISS) is a 40-item multiple-choice instrument designed to measure the application of either inquiry social studies or higher-level cognitive thinking skills in fifth and sixth graders. The test can generally be completed in 40 to 50 minutes. This administrator's guide contains information on the reliability, content validity, average difficulty and readibility of TISS items. Percentage frequency distributions, average scores and standard deviations for a control group of 342 students from schools utilizing a traditional social studies textbook and an experimental group of 694 students from schools utilizing commerical social studies inquiry programs are included, as well as an answer key and test booklet. (Author/JAC)

ED 158 643 HE 010 332

Williams, Gareth

Towards Lifelong Education; A New Role for Higher Education Institutions. The Development of Higher Education Series.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date-77

Note-188p.

Available from-UNESCO, 7 Place de Fontenoy, 75700 Paris, France ($14.00)

Document Not Available from EDRS.

Descriptors-*Adult Learning, Annotated Bibliographies, *College Role, *Comparative Education, *Continuous Learning, Cooperative Programs, Counseling, Educational Coordination, Educational Finance, Foreign Countries, Higher Education, Institutional Role

Identifiers-Lifelong Learning

The social and institutional arrangements in higher education that are likely to favor the development of lifelong education are examined in this book. The focus is the role of higher education in lifelong education, which presupposes a certain basic level of educational attainment from participants. The educational system should become part of an integrated network including libraries, the mass media, and work-related activities. The progress and projects of various countries in adapting higher education to lifelong education are described. Other topics of discussion are counseling, content, and credentials for lifelong education; the psychology of adult learning; methods of teaching; staff development; finance and the sources of funds; and planning and organization. An annotated bibliography and list of interested organizations are appended. (SW)

ED 158 702 IR 005 923

Orlich, Donald C., Ed.

They Still Use Textbooks Don't They? Selection and Criteria for Evaluation.

School Information and Research Service, Olympia, Wash.
Report No.-SIRS-SB-3
Pub Date-Jan 78
Note-83p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Annotated Bibliographies, *Criteria, Curriculum Development, *Elementary Secondary Education, *Guidelines, Library Acquisition, Publishing Industry, *Textbook Evaluation, *Textbook Selection

This report of a curriculum seminar at Washington State University is focused on the use of textbooks in both schools and libraries. Incorporated within Chapter 1 are topics concerning the textbook industry and how it works, a short discussion of the publishing structure, and information about the developmental costs of both curriculum and textbooks. Selected legal considerations of the textbook industry are the subjects for Chapter 2. Local textbook selection mechanisms are discussed in Chapter 3 and two models provide examples of procedures for systematic textbook selection and the establishment of selection criteria. Chapter 4 presents an abbreviated version of the rationale and approach by which language arts texts may be evaluated from kindergarten through grade 12. Sets of criteria by which to judge physical science textbooks for the junior high school and secondary schools as well as the first year of university courses are illustrated in Chapter 5. Chapters 6 and 7 discuss the rationale and criteria for selecting and judging general mathematics textbooks and junior high school American History textbooks. The sample models of checklists or evaluation forms may be used or adapted for textbook analysis. (Author/VT)

ED 158 793 JC 780 450

Gurley, Jay

The Effects of Varied Instruction in Developmental Writing on the Achievement of Selected Groups of Community College Students.

Note-14p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Basic Skills, *Cognitive Style, Community Colleges, *Conventional Instruction, *Experimental Teaching, Independent Study, *Junior Colleges, Junior College Students, Multimedia Instruction, Programed Instruction, Remedial Instruction, Small Group Instruction, Teaching Methods, *Writing Skills
Identifiers-McGraw Hill Basic Skills System

This study attempted to determine the comparative effects of alternative instructional methods on the achievement of selected community college students. The study divided 175 students enrolled in a developmental writing course into experimental and control groups. Experimental students were separated into two sub-groups: those involved in independent study and those in small group instruction. Controls received traditional instruction in day and night sessions. Students with low pre-test scores on the McGraw-Hill Basic Skills System and who indicated strong family or associate influences received small group instruction. Independent study participants used programmed textbooks, audio tapes, and supporting materials emphasizing behavioral objectives. Results indicated that regardless of mental ability and reading comprehension abilities, independent study group students achieved less overall than small group or traditional instruction students; traditional instruction proved most effective in night classes; and females and younger (18-23) students showed greater achievement. However, the combined results of both experimental groups compared to control findings established no significant differences. (TR)

ED 159 000   SE 024 739

Using Pesticides: Commercial Applicator Manual, Texas. Agricultural Pest Control - Field Crop Pest Control, Fruit and Vegetable Pest Control, Weed and Brush Control.

Texas A and M Univ., College Station. Texas Agricultural Extension Service.

Pub Date- 77

Note-167p.; For related document, see SE 024 738; Contains occasional small, light and broken type

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors-*Agricultural Production, Disease Control, Environment, Equipment, *Instructional Materials, *Job Skills, *Legislation, *Pesticides, Post Secondary Education, Public Health, *Safety

Identifiers-*Commercial Applicators, Pest Control, Texas

This document is designed to provide commercial pesticide applicators with practical information and regulations required by the Texas Department of Agriculture. The manual includes two major sections. The first section discusses labels and labeling, pesticides, aerial application, ground application, pesticide safety, pests and pest damage, environmental considerations, and certification requirement for commercial and noncommercial applicators. The second section discusses agricultural pest control which includes four topics of field crop pest control, fruit and vegetable pest control, weed control, and weed and brush control. Some review questions are presented at the end of each topic. The manual also presents some selected references. (HM)

Lowrance, William W.

Of Acceptable Risk: Science and the Determination of Safety.

Pub Date-76
Note-192p.; Not available in hard copy due to copyright restrictions ; Footnotes may be of marginal legibility due to small type
Available from-William Kaufmann, Inc., One First Street, Los Altos, California 94022 (Hardcover $9.95, paperbound $4.95)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Books, *Consumer Protection, *Decision Making, *Health, *Public Policy, Risk, *Safety, Science Education

This book looks at the problems of determination of safety and the underlying concept of safety itself. It is believed that if certain pervasive themes are properly appreciated, the whole field of safety will be better understood. The first chapter of the book sketches the general nature of safety decisions, defining safety as a measure of the acceptability of risk. Chapter two presents the diverse problems of measuring risk. Chapter three describes how the acceptability of risks is appraised. Chapter four discusses personal roles, the functions of institutions the development and resolution of controversies, and the issue of responsibility. Chapter five describes how knowledge and judgment are applied in devising safeguards. In chapter six DDT is used as an example in which these issues can be reviewed. Finally, there is an afterword and a list of sources of documents. (BB)

ED 159 074 SE 024 954

Kelly, George E. Bean, John

Dynamic Performance of a Residential Air-to-Air Heat Pump.

National Bureau of Standards (DOC), Washington, D.C.
Report No.-NBS-BSS-93
Pub Date-Mar 77
Note-21p.; Contains occasional marginal legibility in Figures
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 003-003-01691-8; $0.45; Minimum Charge of $1.00 for each mail order)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Air Conditioning, *Building Equipment, Climate Control, *Cost Effectiveness, Energy, *Energy Conservation, *Fuel Consumption, Fuels, *Heating, Home Management
Identifiers-*Heat Pumps, *Scientific Research Systems

This publication is a study of the dynamic performance of a 5-ton air-to-air heat pump in a residence in Washington, D.C. The effect of part-load operation on the heat pump's cooling and heating coefficients of performance was determined. Discrepancies between measured performance and manufacturer-supplied performance data were found when the unit was in the heating mode and outside temperatures were below 40 degrees F presumably due to frost build-up on the outdoor coil. The seasonal performance factor (SPF) of the heat pump was estimated and traced back to the power plant to determine an effective SPF'' which was compared to the performance expected from fossil-fuel heating equipment. If the estimated seasonal performance is representative of residential situations in this type of climate then no clear-cut advantage in saving primary source energy exists in choosing either heat-pump or fossil-fuel heating system. This study is part of the National Bureau of Standards Building Science Series. (Author/MR)

ED 159 115 SO 011 129

The Search for Citizen Education Measures: Final Report.
Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-31 May 78
Note-46p.; For related documents, see SO 011 124-130
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Annotated Bibliographies, Citizen Participation, Citizen Role, *Citizenship, Citizenship Responsibility, *Civics, Civil Liberties, *Cognitive Objectives, Educational Assessment, *Educational Objectives, Educational Philosophy, Elementary Secondary Education, Equal Education, Equal Facilities, Evaluation, Futures (of Society), Global Approach, Inquiry Training, Institutional Role, Interpersonal Relationship, Literature Reviews, *Measurement Instruments, *Skill Development, Social Influences, Summative Evaluation
Identifiers-*Citizenship Education, Delaware, New Jersey, Pennsylvania

The report identifies instruments for measuring citizen education improvement efforts in Delaware, New Jersey, and Pennsylvania. The document is presented in three sections. The first section outlines evaluation criteria and reviews literature related to testing and citizenship assessment. Materials reviewed are reports of citizenship assessment programs; Social Studies: Tests and Reviews,'' by Oscar K. Buros; CSE-RBS Test Evaluations: Tests of Higher-Order Cognitive, Affective, and Interpersonal Skills,'' by Ralph Hoepfner and others; Measures of Political Attitudes,'' by John Robinson and others; Measures of Social Psychological Attitudes,'' by John Robinson and others; and Tests and Measurement in Child Development,'' by Orval G. Johnson and others. The second section identifies objectives for citizen education in 12 areas and suggests types of tests to measure each objective. The areas are: (1) knowledge of institutions and systems; (2) knowledge about social issues; (3) knowledge about predictions of social problems; (4) inquiry skills; (5) interpersonal skills; (6) action skills; (7) respect for others; (8) commitment to equality; (9) commitment to rationality; (10) commitment to personal freedom; (11) identification with participatory citizen groups on all levels; and (12) commitment to action and participation. The third section discusses limitations of the search for testing instruments and suggests additional sources. An annotated bibliography concludes the document. (Author/DB)

ED 159 158 SP 013 025

Lipman, Matthew, Ed. Sharp, Margaret, Ed.
Growing Up with Philosophy.
Pub Date-78
Note-410p.
Available from-Temple University Press, Broad and Oxford Streets, Philadelphia, Pennsylvania 19122 ($20.00)
Document Not Available from EDRS.
Descriptors-Aesthetic Education, *Child Development, Children, Educational Objectives, Elementary Education, Elementary School Curriculum, *Humanistic Education, *Learning Experience, Learning Motivation. Learning Processes, Moral Development, *Philosophy, Teacher Role, *Thought Processes

Designed for the growing field of philosophy and children, this sourcebook is concerned with motivating children to think in ways that will increase the meaningfulness of their lives and, as a consequence, help them see the importance of their own education. The approach entails a reappraisal of the entirety of philosophical literature in search of those parts most useful in teaching philosophical thinking to children, and it is recognized that there is a philosophy for children as well as by children. The thirty one essays are organized in topical sections and provide a foundation for building new learning experiences through philosophy. The first group is an historical selection of works by major philosophers. The relationship between developmental theories and philosophy for children is the theme of the next section, and it is followed by sections on children and moral philosophy, children and aesthetics, and children and ethics. A final section on the role of the teacher in the philosophical education of the child rounds out the anthology. Aspects of philosophical tradition, it is emphasized, must be processed so as to construct a sequential curriculum that would be the basis for exposing children to philosophy. The articles, together with the editor's introductions and the bibliography, attempt to define the state of this relatively new field as well as provide ideas for its advancement. (DS)

ED 158 623 HE 010 052

Gilbert, Larry L., Ed. Lantaff, Ronald, Ed.
The Non-Traditional Student in Higher Education.
Pub Date-22 Oct 76
Note-70p.; Proceedings of the Pacific Northwest Conference on Higher Education, Idaho State University (38th Annual, Pocatello, Idaho, October 21-22, 1976)
Available from-Oregon State University Press, 101 Waldo Hall, Corvallis, Oregon ($3.00)
Document Not Available from EDRS.
Descriptors-American Indian Culture, *American Indians, Articulation (Program), *College Students, *Community Colleges, Conference Reports, *Cultural Factors, Higher Education, *Nontraditional Students, Social Factors, *Student Characteristics, Teaching Methods
Identifiers-Pacific Northwest Conference on Higher Education

A report on the 1976 Pacific Northwest Conference on Higher Education includes introductory comments on a nontraditional conference by Ronald Lantaff, three addresses on the non-traditional student, panel discussions, and information about the business session, member institutions, conference participants, and conference proceedings. In the first address, ``The Traditional Student: The University View,'' Myron L. Coulter discusses the need to know the student better and presents information on public attitudes toward American colleges and universities, demographic changes that affect higher education, and characteristics of today's college student. A second address, ``The Community College and the Non-Traditional Student'' by James L. Taylor, considers the student who is ill-prepared for traditional college study and the need for different teaching approaches. The third address, ``The Non-Traditional Student: The Broader View,'' by Perry Swisher, discusses the American Indian and cultural differences from the larger American society. (SW)

ED 158 770 IR 006 407

Bates, Tony Gallagher, Margaret

Improving the Effectiveness of Open University Television Case-Studies and Documentaries.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
Report No.-IET-77
Pub Date-77
Note-43p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Case Studies, Course Evaluation, Documentaries, *Educational Television, *External Degree Programs, Foreign Countries, *Formative Evaluation, *Instructional Design, *Instructional Improvement, Mediation Theory

It is argued that students find it difficult to reap the full potential of television case study programs, and find it particularly difficult to integrate this material with the material contained in correspondence texts. The difficulties could be explained by examining more closely the various dimensions of a television case study: didactic open-ended, structured unstructured, active passive, neutral polemical, and integrated free-standing. It is suggested that course teams make a conscious decision about what approach to take, determined by the extent to which students have developed prior skills in the use of case study material. The final aim, however, would be to have students able to handle a wide variety of programs, including those which are open-ended, unstructured, polemical, or free-standing. The main academic justification for television case studies could be two-fold, i.e., of intrinsic content value and/or of value in developing learning strategies. Course teams should be more specific and explicit about the justification or purpose of case study programs. It may be necessary to adopt a broad reproduction of general broadcasting styles a style of production which combines the best of documentary with the best of teaching practice. (VT)

ED 158 875 PS 010 036

Watts, B. H. Henry, M. B.

Focus on Parent/Child: Extending the Teaching Competence of Urban Aboriginal Mothers.

Queensland Univ., Brisbane (Australia). Fred and Eleanor Schonell Educational Research Centre.

Spons Agency-Australian Education Research and Development Committee, Canberra.

Report No.-ERDC-R-14

Pub Date-78

Note-214p.; Type size is small throughout

Available from-Mail Order Sales; Australian Government Publishing Service, P.O. Box 84, Canberra, A.C.T, 2600 Australia (no price quoted)

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors-Family Characteristics, Family Life, *Home Programs, Home Visits, Intervention, *Minority Groups, *Mothers, Parent Child Relationship, *Parent Education, Parent Participation, Parent Teacher Cooperation, *Program Descriptions, Program Evaluation, Research, *Urban Population

Identifiers-*Aboriginal People, Australia

This paper reports on an action research project undertaken in 1972-1973, to determine whether a parent education program with a focus on the mother/child system could be developed effectively with urban Aboriginal families. A discussion of the importance of the home as a factor shaping children's school progress is followed by a description of the social/family situation of urban Aborigines as reported in the research literature. A detailed picture of the characteristics and ongoing lives of the families participating in the project is presented. An examination of the rationales underlying a variety of approaches to the establishment of links between home and school leads to the affirmation of merit in approaches which focus on the parent/child dyad. More than a third of the report consists of a detailed description of the planning, implementation and evaluation of the project itself. A discussion of the project families focuses on family structure, size of household, housing, mobility, educational level and occupational status, health and attitudes toward self and community. The yearly objectives of the project, the research team, selection of sample, and the two major intervention programs (home teaching and library program) are also discussed in detail. Also included are a description of research methodology, an evaluation of the project and its effects on evaluation, of the parent/child approach and a set of recommendations. Appendices are included. (Author/CM)

ED 158 950 RC 010 728

Koppel, Bruce
Short-Term Training: Can Modules Be Nodules?
Pub Date- 77
Note-14p.; An earlier version of this paper was presented to the Annual Meeting of the Rural Sociological Society (New York City, August, 1976)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*College Faculty, *Group Activities, *Learning Modules, *Regional Schools, Rural Development, Short Courses, *Small Colleges, *Social Science Research

The potential of regional schools and colleges in generating social science information for rural development organizations has been discounted because of the commonly held assumption that the combination of low resources and relatively poorly trained or overworked staff will not yield satisfactory results. Often, however, the significant limiting factor is access to skills normally available only through lengthy and expensive graduate degree programs. An alternative to graduate education is modular instruction featuring short term training to develop broadly analytical skills. Four modules were implemented in 1975 at non-metropolitan universities. Common analytical content included: (1) the logic of hypothesis testing; (2) alternatives to survey data collecting, including secondary data utilization, key informant interviewing, participant observation, and various combinations of techniques; and (3) structural and compositional effects. Group exercises formed the core of organization because the module implementation and evaluation was not the development of individual but rather the enhancement of group capabilities. Short term training to develop and sustain social science input has the potential for releasing the significant capabilities bottled up in many regional educational institutions. (DS)

ED 159 050 SE 024 892

Brown, Kenneth H.

Developing and Implementing a Mathematics Articulation Program at the Elementary/Middle School Levels in the Newark School District.

Pub Date-77

Note-80p.; Practicum Report submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University; Contains numerous light and broken type in Appendices

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-*Articulation (Program), *Basic Skills, *Doctoral Theses, Educational Research, Elementary Education, *Elementary School Mathematics, Elementary School Students, *Instruction, *Junior High Schools, Mathematics Education, Research

Identifiers-Research Reports

The purpose of this project was to develop and implement an articulation program between fifth-grade elementary teachers and sixth-grade middle school teachers which would serve to enhance communications regarding the basic skill development of individual students in the area of mathematics. The vehicle for communications that was produced took the form of a basic skills checklist which was passed directly from one teacher to another. The commitment by teachers to this project was achieved as a result of in-service time and a summer workshop in which specific plans and procedures were implemented for a pilot program. As a result of this articulation program, department chairpersons were able to monitor the system of communication, the student misplacement rate with regard to the instructional program for sixth-grade students was significantly reduced, and the amount of instructional time for sixth-grade students during the first two weeks of school was more than doubled by eliminating the need for diagnostic testing. These improvements in the educational system enabled the teachers to plan more effective instructional programs by having in hand'' information regarding sixth-grade students, and provided increased class time for this instruction. (Author/MP)

The Third Reich in Perspective: A Resource Unit for Teachers and Group Leaders.

B'nai B'rith, New York, N.Y. Anti-Defamation League.
Pub Date-73
Note-25p.; Funds for publication were provided by the Kenneth Malcolm Ellis Memorial Fund
Available from-Anti-Defamation League of B'nai B'rith, 315 Lexington Avenue, New York, New York ($0.35, paper cover)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Anti Semitism, Bibliographies, *European History, Films, *Jews, Judaism, Racial Discrimination, Religious Discrimination, Resource Materials, Secondary Education, *Social Studies Units, Teaching Techniques
Identifiers-Germany, Holocaust, *Nazi Germany, Nazi Persecution, Nazism, *Third Reich

A brief history of the Nazi rise to power and genocide of Jews is contained in this pamphlet. The pamphlet was designed to supplement secondary social studies textbooks when it was found that most texts omit or skim over the treatment of the Jews by the Nazis. The document begins with a brief overview of historical content which the developers feel constitutes the minimum amount of information that teachers and students need to understand the meaning of the events in Germany that preceded and occurred during the Nazi era. Information is presented on unification of German states into one nation under Otto von Bismarck; Prussian militarism; social collapse following Germany's defeat in World War I; democracy during the Weimar period from 1918-1933; background of Adolph Hitler; Hitler's rise to power; and Nazi treatment of Jews. The second part of the pamphlet contains suggested learning activities and an annotated list of films and books. Activities involve students in word study, reading assignments, group and class discussions, committee work, writing exercises, role playing, arranging for and listening to class speakers, and audiovisual presentations. (Author/JR)

ED 159 135 SP 012 868

Dever, R. B. Knapczyk, D.

Indiana University School of Education Undergraduate Program for Training Teachers of Moderately, Severely, and Profoundly Retarded Individuals.

Indiana Univ Bloomington. School of Education.

Pub Date-76

Note-74p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Agency Role, College Role, *Curriculum Design, Developmental Guidance, *Educable Mentally Handicapped, Educational Objectives, Field Experience Programs, Human Development, *Mainstreaming, *Mental Retardation, *Preservice Education, *Severely Handicapped

A training program for undergraduate majors in education that prepares them to teach moderately, severly, and profoundly handicapped students in the public schools is described. Responsibility for teacher training is conceived as a partnership in which the university and various public and private service agencies cooperate. The university provides academic coursework, trainee supervision, and administrative structure. Service agencies provide on-the-job training and formative program evaluation. The students in the program are taught to utilize the entire environment of the severely handicapped individual as an instructional tool. The training of skills that will enable an individual to become independent of others is emphasized. In the course of the program, students learn an understanding of human development so that what can and should be taught can be chosen accurately, and steps may be taken to promote continued learning. The ultimate responsibility of the teacher of the handicapped is seen as: (1) deciding what the child needs to learn; (2) structuring the situations that will facilitate the learning of those skills; (3) monitoring the implementation of the child's program; and (4) determining when the instructional objectives have been attained so new ones can be established. Included in this report are descriptions of both the academic and practicum components of the program. (JD)

McKillip, Richard H. And Others

The Professional and Administrative Career Examination: Research and Development. Personnel Research Report 77-1.

Civil Service Commission, Washington, D.C. Bureau of Policies and Standards.
Report No.-PRR-77-1
Pub Date-Apr 77
Note-65p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Administrative Personnel, Cognitive Ability, *Cognitive Tests, Employment Qualifications, Entry Workers, Factor Analysis, Government Employees, *Job Analysis, Job Skills, Occupational Clusters, *Occupational Tests, Personnel Selection, *Professional Personnel, *Test Construction
Identifiers-*Professional and Administrative Career Exam

The work of the United States Civil Service Commision's Personnel Research and Development Center to develop a basis for the written test portions of the Professional and Administrative Career Examination (PACE) is described. The objective was the identification of a construct-valid set of cognitive ability tests for entry level positions. Twenty-seven representative occupations were selected for intensive study, and the duties of these occupations were rated by experts for importance and time spent in their performance. A set of 31 knowledges, skills, abilities, and other worker characteristics (KSAO's) were also rated with respect to these occupations. Finally, a set of six cognitive abilities were selected by personnel psychologists for further study: general reasoning, judgment, memory, arithmetic computation, quantitative reasoning, and reading comprehension. Weights for these six abilities were then established for each of the 27 occupations. The ratings and the weighting system were studied by factor analysis to form seven occupational groups. Finally, a total of 120 occupations were assigned to these seven groups by subject matter experts on the basis of similarity of KSAO's. (Author/CTM)

ED 158 663 HE 010 368

Carpenter, James O.

Competence Effectiveness of Instruction in Higher Education and How to Objectively Assess It and Improve It.

Pub Date- 77

Note-11p.

Available from-Center for the Improvement of Instruction and Learning, P.O. Box 1111, Lynchburg, Virginia 24505

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Behavioral Objectives, *Classroom Observation Techniques, *Effective Teaching, Evaluation Criteria, Faculty Development, Higher Education, *Instructional Improvement, Interviews, Professional Continuing Education, Program Descriptions, *Teacher Evaluation, Teacher Role, Teacher Workshops, *Teaching Skills

Identifiers-*IOTAH Program

A program designed to improve learning through improved teaching competencies, the IOTAH program (Instrument for the Observation of Teaching Activities in Higher Education) is reported. This program for instructional improvement involves three stages: introduction, training, and implementation. The introductory stage can be accomplished through either a special orientation program or a pilot workshop. Participation in an actual IOTAH workshop is an intensive training activity of approximately 27 contact hours designed to develop: an understanding of an acceptable definition of teaching competence, objective observation skills, and skills in data recording and application of the instrument. Workshops also include objectivity training, role playing, interview training, videotape self-analysis, and library study. Implementation of the program at an institution is aided by program staff who are experienced at adapting the program to the needs of the organization. Implementation can be either formal or informal; the programmed approach is recommended. The IOTAH program is based on a national criterion of teaching competence called The Role of the Instructor in Higher Education,'' which identifies seven major areas of responsibility of the professional instructor. The criterion uses behavioral terminology in describing teaching performance: 100 behavioral activities categorized by 22 items or scales. There are two types of scales, observation and interview, and data from classroom observation and the interview enable the trained observer and interviewer to assess teaching competence. (SW)

ED 158 683 HE 010 398

Mathis, B. Claude

Persuading the Institution to Experiment: Strategies for Seduction. Occasional Paper No. 9.

Pub Date-29 Mar 74

Note-29p.; Paper presented at the symposium on Improving Business Education Through Innovative Technology, Graduate School of Business, University of Texas at Austin (March 25-29, 1974)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Change Strategies, College Environment, *College Faculty, *College Instruction, Effective Teaching, *Faculty Development, Faculty Evaluation, Higher Education, *Instructional Improvement, *Teacher Improvement

Increasing emphasis in higher education on teaching and learning as well as on research and development has occurred. Several publications are cited concerning faculty development projects that help to identify change strategies. The success of a particular strategy for improving teaching and learning is dependent on the acceptance and enthusiasm of the teacher and the distribution of power in the institution. Change strategies should reflect differences that exist between training and education. The need for faculty development at different stages of the teaching career is discussed. Sixteen specific change strategies are presented including the following: publishing a newsletter that reports outstanding teaching efforts in the school, making grants available for experimentation in teaching, setting up informal meetings of distinguished tenured faculty and junior colleagues for discussion of common problems about teaching, appointing faculty members as resource consultants for locating resources on campus for improving teaching and solving instructional problems, providing workshops on technologies useful in teaching, requiring that faculty members submit a self-evaluation of their teaching effectiveness, establishing a system of cash awards for special achievements in teaching, working with students to promote changes in the teaching/learning environment, and establishing a center on campus for the development of teaching improvement programs. (SW)

ED 158 725 IR 006 180

Bunderson, C. Victor
What is a "Mainline" CAI System? Occasional Paper No. 1.
Brigham Young Univ., Provo, Utah. Inst. for Computer Uses in Education.
Spons Agency-Mitre Corp., McLean, Va.; National Science Foundation, Washington, D.C.
Pub Date-Feb 74
Contract-C-179
Note-10p.; Institute for Computer Uses in Education Series; For related documents, see IR 006 174, 177, 178 and IR 006 181-183
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Computer Assisted Instruction, *Concept Formation, Definitions, Individualized Instruction, *Instructional Design, Instructional Innovation, Man Machine Systems, *Systems Approach
Identifiers-*TICCIT Computer System

A mainline CAI system is an individualized instructional system of major scope which uses the computer as a tool for instructional management and information transmission. Such systems are developed according to a design science approach and used as a less costly alternative to conventional instruction. In contrast, adjunctive systems have a much smaller scope and are used in support of regular classroom or laboratory instruction. TICCIT is classified as a mainline CAI system because (1) it was not designed by a single faculty author for a single course, (2) it is not used on existing computer systems, (3) it does not use existing languages, and (4) it does not employ normative grading. (CMV) /

ED 158 747 IR 006 323

Arsulich, Michael

The School Librarian in Performance Based Education.

Pub Date-Feb 78
Note-12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Change Strategies, Educational Change, Elementary Secondary Education, Individualized Programs, *Librarians, *Library Role, *Media Specialists, *Performance Based Education, School Libraries
Identifiers-*California

The recent passage of legislation in California requiring local education agencies to establish performance based education programs will increase the role and responsibilities of school librarians and media specialists. The legislation will result in giving librarians, through the goals established by the school district, specific objectives in which they must focus their energies. Areas identified in which they can enhance performance based programs include: (1) suggesting and evaluating educational alternatives that will better accommodate the needs of certain students who are unable to meet criterion standards; (2) informing parents of the proficiency standards by which their children will be evaluated and expected to achieve; (3) serving as resource agents to the teaching staff in coordinating the combined resources of the school and community in meeting individual pupil needs; (4) helping the teaching staff in developing pupil assessments, and (5) assisting in the development of individual objectives and goal statements. School districts who make full utilization of their librarians will find a wealth of resources waiting to be tapped; effectively used, school librarians can serve in one of the most important support roles in the assessment process. (Author/JPF)

Finance Project. Status Report and Preliminary Working Papers.
California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date-1 Sep 78
Note-80p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-College Administration, College Role, Community Colleges, Decision Making, Educational Accountability, Educational Assessment, Educational Finance, Educational Objectives, *Finance Reform, Financial Policy, Financial Support, *Governance, Institutional Autonomy, *Junior Colleges, *Management, Models, *Policy Formation, Program Development, State Aid, State School District Relationship, *Statewide Planning
Identifiers-California, Proposition 13 (California 1978)

This status report outlines the progress of the California Community College Finance Project. Working papers, models, and alternative proposals are reviewed in four areas: mission and function, finance, governance, and management. Priorities in mission and function are stated in terms of the characteristics and educational needs of the nearly 1.3 million students in the system. Student needs involve preparation for transfer; occupational training; and basic language, computational, and learning skills. The finance section presents seven support source models, and considers a variety of support techniques including locus of budget decisions, workload measures, phasing and year to year change, funding amounts, incentives, institutional vs. student aid, and cost differences. Three governance policy alternatives are considered which offer varying amounts of local, region and state control in areas of influence; budgeting and allocation of funds; program and course approval; planning; personnel; admissions; new campuses, centers, facilities, and equipment; and academic standards. The management section discusses the use of human resources, including faculty, administrative and supporting staff, students, and the community; and material resources of facilities and equipment. It also deals with scheduling and measuring student work, and accountability, which is described in terms of mandates, legal compliance, evaluation and accreditation. Background papers and a bibliography, as well as a list of the task force and finance study group members, are included. (MB)

ED 158 833 PS 009 536

Gallimore, Ronald And Others

Operational Features of the Kamehameha Early Education Project. Technical Report #4.

Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.

Spons Agency-California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.

Pub Date- 74

Note-11p.; For related documents, see PS 009 533-535 and PS 009 537-573

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Demonstration Projects, *Early Childhood Education, *Educational Improvement, Hawaiians, Inservice Teacher Education, Personnel Selection, *Program Administration, *Research Needs

Identifiers-Hawaii, *Kamehameha Early Education Program

This report summarizes the operational features of the initial phases of the Kamehameha Early Education Project (KEEP). The rationale for KEEP's focus on conducting research on programs similar to those in the public schools rather than on developing radically innovative educational programs is discussed. Start up procedures such as recruitment of staff and selection of students are described briefly. Goals of the first year's research project, examining the effects of teacher inservice training, are noted. (JMB)

ED 158 854 PS 009 557

Antill, Ellen

Standardized Test Results, 1972-75: KEEP and Selected Comparison Groups. Technical Report #36.

Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.

Spons Agency-California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.

Pub Date- 75

Note-18p.; For related documents, see PS 009 533-556 and PS 009 558-573

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Academic Achievement, *Comparative Analysis, *Demonstration Programs, Early Childhood Education, Hawaiians, *Intelligence Quotient, Laboratory Schools, *National Norms, *Research

Identifiers-Hawaii, *Kamehameha Early Education Program

To verify the assumption that research activities do not interfere with the normal instruction given to students in the demonstration school of the Kamehameha Early Education Program (KEEP), each class's educational and intellectual achievement was assessed, and comparisons were made with other classes in Hawaii. This report compares the results of standardized IQ and achievement tests given to KEEP Classes I, II, and III with results from a school in a rural area of a neighbor island and a school in a middle-class suburb of Honolulu. The results are presented for administrations of the Wechsler Preschool and Primary Scale of Intelligence (WPPSI), the California Test of Mental Maturity (CTMM), the Metropolitan Readiness Test (MRT), and the Gates-MacGinitie Reading Test. The data indicate that KEEP is meeting its educational responsibilities for its three classes in terms of academic readiness and general intellectual achievement, both in comparison to national norms and to relatively comparable schools. (Author/JMB)

ED 158 895 PS 010 094

Improvement in Infant and Perinatal Mortality in the United States, 1965-1973.

California Univ., Berkeley. School of Public Health.; Information Sciences Research Inst., Washington, D.C.

Spons Agency-Health Services Administration (DHEW/PHS), Rockville, Md. Bureau of Community Health Services.

Report No.-DHEW-HSA-78-5743

Pub Date-77

Grant-DHEW-MC-R-60208-04; EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Demography, Economic Climate, Health Services, *Infant Mortality, Living Standards, Medical Treatment, *Racial Differences, Tables (Data), *Urbanization

Changes in United States infant and perinatal mortality during the period 1965-1973 are examined by race, age at death or length of gestation, and degree of urbanization. Several improvements in mortality rates are identified and discussed in relation to changes in the United States which have occurred in economic conditions and standards of living, in medical techniques and the organization and availability of health services, and in the demographic characteristics of the child-bearing population. Each of these changes was in a direction which would be expected to have a favorable effect on infant and perinatal mortality. Approximately 100 pages of data are included. (Author/JMB)

ED 158 913 RC 010 657

Jamieson, Kathleen

Indian Women and the Law in Canada: Citizens Minus.

Advisory Council on the Status of Women, Ottawa (Ontario).

Pub Date-Apr 78

Note-113p.

Available from-Advisory Council on the Status of Women, 63 Sparks Street, Box 1541, Station B, Ottawa, Canada K1P 5R5 (single copies free)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-American Indians, *Canada Natives, *Civil Rights, Court Cases, Cultural Disadvantagement, *Discriminatory Legislation, *Feminism, Historical Reviews, *Intermarriage, Minority Groups, Political Influences, Racial Discrimination, *Sex Discrimination, Social Factors

Identifiers-*Canada, Lavell (Jeanette)

To be born poor, Indian, and a female is to be a member of the most disadvantaged minority in Canada today. For 109 years the Indian Act of 1868 has discriminated against Canada's Indian women on grounds of race, sex and marital status. It states that an Indian woman marrying a non-Indian man ceases legally to be Indian. She must leave her parents' home and her reserve. She may not own property on the reserve and she may be prevented from inheriting property from her parents. Her children are not recognized as Indian, and she may be prevented from returning to live with her family on the reserve even if she is in dire need, sick, deserted, widowed, separated, or divorced. Indian men may marry whom they please without penalty; their non-Indian spouses and children receive full Indian rights and status. The effects of this legislation on the Indian woman and her children can be very grave materially, culturally, and psychologically. The Indian Act is presently under revision, but displaced Indian women have no voice in the negotiations. This monograph, using both historical and sociological approaches, documents and analyzes discriminatory legislation and explores the consequences. (AUTHOR/DS)

Molnar, Joseph J. And Others
Regional Study of Students in the College of Agriculture; 1890 and 1862 Comparisons. A Summary Tabulation Prepared for Deans and Directors of Resident Instruction in Agriculture at Land-Grant Institutions in the Southern Region.
Auburn Univ., Ala. Agricultural Experiment Station.
Spons Agency-Department of Agriculture, Washington, D.C.
Pub Date-Jul 78
Note-118p.; Table 1 may not reproduce well due to small print size
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Agricultural Education, Agricultural Occupations, Aspiration, Attitudes, Career Choice, Clubs, *College Students, Curriculum Planning, *Higher Education, *Individual Characteristics, *Land Grant Universities, Parental Background, Rural Youth, Secondary School Counselors, *Statistical Surveys, Urban Youth, Vocational Agricuiture
Identifiers-*United States (South)

To give deans and directors of agriculture schools and colleges in the southern region of the U.S. an overall view of agriculture students' characteristics, experiences, and attitudes, a 1977 survey of all 1862 and 1890 land grant institutions (plus Texas Tech and Tuskegee Institute) details student background, high school and college experiences, life goals and aspirations, and attitudes (1862 and 1890 refer to different legislative acts creating the land grant system). Today, 1862 schools are the larger, predominately white state institutions, while 1890 ones are smaller, predominantly black agriculture schools. While most agriculture students are from urban areas, parental education is a primary difference in background; percentages who finished high school or college are substantially higher for 1862 parents. Apparently 1890 students receive greater anticipatory socialization to agriculture through high school counselors, courses, and club activities, pick agriculture earlier in their careers, seem more committed to their choice, expect financial rewards, and participate in occupationally related activities. Students at 1862 universities are more likely to want a farm or ranch residence. The majority of all students feel agricultural career opportunities to be good. The bulk of the document is comprised of tables of data from Project S-114. (RS)

ED 158 973 SE 024 578

Bremmer, Dale Childs, Bart
COED Transactions, Vol. X, No. 4, April 1978. An Experience in Teaching COBOL?'' to Graduate Engineers.
American Society for Engineering Education, Washington, D.C. Computers in Education Div.
Pub Date-Apr 78
Note-13p.
Available from-COED Transactions, ASEE, P.O. Box 308, West Long Branch, New Jersey 07764 (no price quoted)
Document Not Available from EDRS.
Descriptors-*Computers, *Course Descriptions, Curriculum, *Engineering Education, Graduate Study, Higher Education, *Instruction, *Programing Languages

This document discusses the importance of computing knowledge and experience in the techniques of fast data retrieval for today's engineer. It describes a course designed to teach the engineer the COBOL Language structure. One of the projects of the course, a report generator (REGE) written in COBOL which is used to alter, sort and print selected portions of a file, is explained. The user does this by submitting a list of parameters pertinent to his/her own needs and by implementing the changes required through eight command'' parameters. Completion of the course gives the student a new dimension in computing capability. The developed program compared favorably with many RPG systems on information retrieval and report generation capabilities. Example runs are given on the eight command'' parameters as an application on the REGE program. (GA)

ED 159 200 TM 007 467

Koch, Bill R. Reckase, Mark D.

A Live Tailored Testing Comparison Study of the One and Three Parameter Logistic Models.

Pub Date-Mar 78

Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Comparative Analysis, Goodness of Fit, Higher Education, *Mathematical Models, Multiple Choice Tests, *Testing, *Test Reliability

Identifiers-Latent Trait Models, *Rasch Model, Tailored Testing, *Three Parameter Model

A live tailored testing study was conducted to compare the results of using either the one-parameter logistic model or the three-parameter logistic model to measure the performance of college students on multiple choice vocabulary items. The results of the study showed the three-parameter tailored testing procedure to be superior to the one-parameter procedure on the basis of goodness of fit of observed to predicted item responses, test-retest reliability, convergence to stable ability estimates, and test information. No differences were found in the prediction of an outside criterion. However, implicit in these results was the assumption that the nonconvergence problem encountered in one-third of the cases for the three-parameter procedure could be solved. Thus, based on the data reported in this study, the three-parameter tailored testing method was deemed the technique of choice, at least for unidimensional tests consisting of multiple choice items where guessing is a factor. (Author)

ED 158 644 HE 010 334

Houston, H. S. Harman, G. S.

Course Accreditation in Australian Colleges of Advanced Education: The Past, Present Practices and the Future.

Pub Date-17 Jul 77

Note-29p.; Paper presented at South Pacific Association of Teacher Education 7th Annual Conference (Canberra, July 14-17, 1977)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Academic Standards, *Accreditation (Institutions), Certification, *Course Evaluation, *Educational Accountability, Evaluation Criteria, Foreign Countries, Higher Education, State Standards

Identifiers-*Australia, Australian Council on Awards in Advanced Education

A description of course accreditation in Australian colleges of advanced education considers the development of the present system, procedures followed at state and national levels, strengths and weaknesses of the present system, and possible future directions. A discussion of what accreditation is and what purposes it might achieve and a brief outline of two overseas accreditation systems is presented. Accreditation, as one means of quality control and improvement, concentrates on courses rather than institutions. Both government and professional associations run their own accreditation systems. Two overseas models used by the Council for National Academic Awards in the United Kingdom and the National Commission on Accrediting in the United States did not fit Australian needs. The organization and responsibilities of the Australian Council on Awards in Advanced Education are outlined. Steps in applying for course accreditation are described. It is suggested that the present system be continued and improved and that a comprehensive review of the system be conducted at the national, state, and institutional levels by an independent authority. Improvements could be made regarding the composition and tenure of assessment committees and in the briefing provided by agencies to committees. (SW)

Pezzullo, Diane, Comp.
About Staff Development. A Brief Highlighting Important Literature Since 1970 on Community College Staff Development.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 78
Note-26p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Administration, *Annotated Bibliographies, *College Faculty, Community Colleges, Consortia, *Faculty Development, Inservice Teacher Education, Instructional Design, Interinstitutional Cooperation, *Junior Colleges, Part Time Teachers, Professional Continuing Education, *Program Development, Small Colleges, Staff Improvement, Teacher Workshops
Identifiers-Information Analysis Products

This brief, divided into seven sections, focuses on community college staff development. The introductory section discusses the necessity of staff development and its purposes, the forms its activities take, and the components of effective programming. As indicated in the literature, effective programs should be holistic, reflect the goals of the faculty involved, and consist of three facets: (1) instructional development which involves problem-solving, evaluation, diagnosis, microteaching, methodology/technology, and instructional design; (2) organizational development, including departmental decision-making and conflict management, and team and management building; and (3) personal development through life planning workshops, interpersonal skills training, personal growth workshops, and supportive and therapeutic counseling. The remainder of the brief presents an annotated bibliography on staff development of published and unpublished materials from the ERIC files divided into six sections: comprehensive sources; examples from the colleges; particular staff needs; strategies for promoting staff development; rural and small colleges; and regional, state, and national cooperative and consortium arrangements. (TR)

ED 159 001 SE 024 740

Description and Biology of Insects and Related Pests Injurious to Vegetable Crops - For Commercial Growers Only.

Department of Agriculture, Washington, D.C.; Environmental Protection Agency, Washington, D. C.; Massachusetts Univ., Amherst. Cooperative Extension Service.

Pub Date- 76

Note-54p.; For related document, see SE 024 741; Photographs may not reproduce well

Available from-Cooperative Extension Service, c/o Bulletin Center, Stockbridge Hall, University of Massachusetts, Amherst, Massachusetts 01003 ($2.00)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Agricultural Production, Biology, *Certification, *Disease Control, Insecticides, *Instructional Materials, Job Skills, *Pesticides, Post Secondary Education, Safety

Identifiers-*Massachusetts, Pest Control, *Vegetables

This manual is designed by the Massachusetts Cooperative Extension Service as a guide for the control of the most common insects and related pests of vegetable crops grown commercially in Massachusetts. It contains general information on insects and specific descriptions of the major pests, their life cycles, and the damage they cause. The topics included describe: (1) Characteristics and development of insects; (2) Description and biology of major vegetable pests and damage they cause; (3) Pests of specific crops such as beans, cabbage, carrots, corn, lettuce, onions, peas, peppers, potatoes, spinach and tomatoes; (4) Toxicity of pesticides; and (5) The metric system and useful conversion factors for common measurement units. Application rates of active ingredients per acre for various concentrations of emulsifiables, wettables and dusts, and a list of pests in alphabetical order are presented at the end of this publication. (HM)

ED 159 028 SE 024 838

Weber, Cornelius I., Ed.
Biological Field and Laboratory Methods for Measuring the Quality of Surface Waters and Effluents. Program Element 1BA027.
Environmental Protection Agency, Cincinnati, Ohio.
Report No.-EPA-670/4-73-001
Pub Date-Jul 73
Note-196p.; Contains occasional small, light and broken type; Pages 3-8 of Units of Weight and Measure missing from document prior to being shipped to EDRS
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-Biological Sciences, *Biology, Environmental Technicians, Field Studies, *Laboratory Techniques, *Sampling, *Statistical Analysis, *Water Pollution Control, Zoology
Identifiers-Environmental Protection Agency

This Environmental Protection Agency manual was developed to provide pollution biologists with the most recent methods for measuring the effects of environmental contaminants on freshwater and marine organisms. The sections of this manual include: (1) Biometrics; (2) Plankton; (3) Periphyton; (4) Macrophyton; (5) Macroinvertebrates; (6) Fish; and (7) Bioassay. Each of these sections is divided up into chapters. The Biometrics section deals primarily with introductory statistics. The section discussing Plankton covers sample collection, preservation, prepartion, analysis and biomass determination. Sample collection, preservation, analysis, and preparation for Periphyton and Macrophyton are covered in those respective sections. In the section on Macroinvertebrates, selection of sampling sites, sampling methods, and data evaluation are described. Also in this section, a taxonomic bibliography for the Microinvertebrate groups is included. In the Fish section, sample collection, preservation and analysis is discussed among other things. In the final section, bioassay techniques for Phytoplankton, Periphyton, Macroinvertebrates, and Fish are described and the Flathead Minnow and Brook Trout Chronic Tests are included. References are given in all of the above sections. (MR)

ED 159 075 SE 024 956

Bowman, Mary Lynne, Comp. Coon, Herbert L., Comp.

Recycling: Activities for the Classroom.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Apr 78

Note-145p.; Not available in hard copy due to small print throughout entire document

Available from-Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($4.50)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Curriculum Enrichment, Ecology, *Elementary Secondary Education, *Environmental Education, *Instructional Materials, Interdisciplinary Approach, *Learning Activities, Natural Resources, *Recycling, Science Education

This publication provides 80 classroom activities for the teacher. These activities are designed for elementary through high school students and are action-oriented for participation in the school community. Each activity is classified according to appropriate grade level, subject matter, and recycling concept involved. In addition, each activity includes a statement of purpose, a reference to the source of the original activity, and a set of procedures. Some illustrations and sample work sheets are provided. The final section contains resource information on publications, organizations, and films related to recycling and environmental education. (MA)

ED 159 159 SP 013 034

Novak, John M.

Invitations to What? Considerations for the Development of Teachers.

Pub Date-78
Note-22p.; Paper presented at the Annual Meeting, American Educational Research Association (Toronto, Ontario, Canada, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Behavior Patterns, *Classroom Communication, Elementary Secondary Education, Interaction Process Analysis, *Psychoeducational Processes, *Self Actualization, Self Esteem, Student Motivation, *Student Teacher Relationship, *Teacher Influence, Teaching Models
Identifiers-*Invitational Teaching, Purkey (William W)

The process of invitational teaching involves the creation of an optimal situation where teachers with positive perceptions of students interact with students who feel good about themselves. The content of this invitational process is a type of self-belief extended from one person to the other, a belief that each individual has an unknown potential only partially actualized, and is ultimately an able, valuable, and responsible human being and can behave as such. The skillful invitational teacher, then, is someone who can develop a trusting relationship with students, is competent in assessing their personal self theories, and can communicate meaningful messages. A number of questions still need to be addressed by researchers, however, concerning the identification of invitational messages, proper developmental patterns, reasons for not extending invitations, ethical dimensions, reasons for rejection of invitations, and identification of disinvited students. Furthermore, the overall concept of invitational teaching is limited in its approach to content. To be effective, teachers must conjoin their invitational teaching skills with an understanding of the major concepts, methodologies, and organization of a particular field of knowledge. The invitational teacher must perceive not only the importance of knowing something, but of how one knows something, i.e., how we make sense of the world. The invitational teacher, then, is someone who perceives students as fellow human beings and knowledge as vital inquiry and is skillful in coordinating these relationships through behaviors so that students are invited to learn. (DS)

ED 158 624 HE 010 059

Schaubhut, Judyth L., Ed.
The Past, Present and Future of American Higher Education.
Society for Coll. and Univ. Planning, New York, N.Y.
Pub Date-78
Note-51p.; A series of lectures delivered at the 11th Annual Conference of the Society for College and University Planning (Washington, D.C., July 21-24, 1976)
Available from-Society for College and University Planning, P.O. Box 3394, Halifax Smith, Halifax, Nova Scotia, B3J 3J1
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Academic Freedom, *Access to Education, Change Agents, *College Faculty, *College Role, Conference Reports, Educational Change, *Educational History, *Educational Planning, Educational Responsibility, Educational Supply, Foreign Countries, Government School Relationship, Higher Education, Historical Reviews, Private Colleges, State Colleges
Identifiers-Great Britain

Three conference papers on American higher education are presented. The first article, The College in American Education,'' by Henry Steele Commager, examines the history of American higher education, identifies its major characteristics and how things are changing, and suggests some agenda items for the future. The second article, Monopoly, Diversity, and Opportunity,'' by John R. Silber, addresses the lack of planning and over supply of higher educational institutions and the monopolization by state schools, higher income levels of college faculty, faculty unionization, democratic society and elitism, and the need for moral instruction. The third article, Universities and the State: Securing Responsive and Responsible Academic Freedom,'' by Sir Frederick Dainton, discusses institutional academic freedom and surveys the mechanisms by which the British University system has addressed this problem. (SW)

ED 158 703 IR 005 998

vonFeldt, James R.

A Description of a Prototype System at NTID which Merges Computer Assisted Instruction and Instructional Television.

National Technical Inst. for the Deaf, Rochester, N. Y.

Pub Date-Jan 78

Note-11p.; For related document, see IR 005 996

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Auditory Training, *Computer Assisted Instruction, Data Collection, Display Systems, *Educational Television, Hearing Therapy, Individualized Instruction, *Instructional Innovation, Models, *Speech Therapy

Identifiers-Videodisc Recordings

The development of a prototype system is described which merges the strengths of computer assisted instruction, data gathering, interactive learning, individualized instruction, and the motion in color, and audio features of television. Creation of the prototype system will allow testing of both TV and interactive CAI/TV strategies in auditory and speech therapy. (Author/CMV)

ED 158 834 PS 009 537

Gallimore, Ronald And Others

Pretest and Posttest Results of the First KEEP Program Year. Technical Report #5.

Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.

Spons Agency-California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.

Pub Date- 73

Note-18p.; For related documents, see PS 009 533-536 and PS 009 538-573

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Demonstration Projects, Hawaiians, *Intelligence Quotient, Intelligence Tests, *Kindergarten, *Program Evaluation, *Socioeconomic Background, Standardized Tests

Identifiers-Hawaii, *Kamehameha Early Education Program

This report presents a pre- and posttest evaluation of the first program year of the Kamehameha Early Education Program (KEEP). Each of the 28 children in the KEEP kindergarten class received three tests: the Wechsler Preschool and Primary Scale of Intelligence (WPPSI), the Metropolitan Readiness Test (MRT), and the Standard English Repetition Test (SERT). The testing scores from the fall and spring were compared on the basis of their correlations with each other and with other variables, such as socioeconomic factors. Improvement on the MRT was only moderately correlated with changes in I.Q. scores. The children with the greatest changes in I.Q. scores tended to have had less school experience and came from lower income families. The high and low MRT change groups showed significant differences on only three of 100 variables, and the three were not in any particular group of variables, as were significant variables of the high and low I.Q. change groups. SERT scores were highly correlated with all three I.Q. test measures for both pre- and posttestings, and were consistently related to socioeconomic factors. While SERT scores did significantly increase from fall to spring, the change in SERT scores did not correlate with initial scores. (Author/JMB)

Literature Search, Reference File and Compendium of Instructional Materials for Citizen Education: Final Report.

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-31 May 78
Note-103p.; For related documents, see SO 011 124-129
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Behavioral Objectives, *Citizenship, *Civics, *Classification, Cognitive Objectives, Educational Objectives, Elementary Secondary Education, Evaluation Criteria, Indexes (Locaters), Information Sources, Information Storage, Inquiry Training, *Instructional Materials, *Literature Reviews, Primary Sources, *Reading Material Selection, Research Methodology, Research Reviews (Publications), Skill Development, Social Studies, Supplementary Reading Materials, Textbooks
Identifiers-*Citizenship Education

The report describes a search for instructional materials on citizen education, provides a directory of materials and publishers, and reviews materials. The document is presented in seven sections. Section I describes the search for literature relevant to citizen education. Section II explains that the search scope encompasses materials dealing with citizen education-related fields, including community education, economic education, ecology, energy, family education, global education, government, history, law-related education, moral-ethical education, political participation, and social science. Sections III and IV examine problems related to identifying appropriate materials and establishing evaluation criteria for judging materials. Section V discusses trends in textbooks, supplementary materials, and citizen education programs. Section VI offers recommendations for using materials in a variety of citizen education situations. A major recommendation is that state and local school personnel be involved in materials evaluation. Section VII lists references. The document concludes with appendices presenting primary source bibliographies, primary source promotional literature, and reviews of primary source materials, textbooks, supplementary materials, and instructional programs. (Author/DB)

ED 158 684 HE 010 399

Assessment of the Progress Made by the State in Enrolling Black Students.

Maryland State Board for Higher Education, Annapolis.
Pub Date-9 May 78
Note-17p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Access to Education, Black Colleges, *Black Students, College Majors, *Enrollment Rate, Equal Education, Higher Education, Junior Colleges, Needs Assessment, *Racial Integration, Rural Youth, State Colleges, State Universities, *Statewide Planning, Statistical Data, *Student Recruitment
Identifiers-*Maryland

Fall 1977 marked the midway point of implementation of the Maryland Plan for Completing the Desegregation of the Public Postsecondary Education Institutions in the State. In this midpoint assessment, four areas in which the state has achieved a degree of progress and four areas needing improvement by the state higher education community are identified. Progress areas include the following: (1) proportionally, the state higher education institutions are enrolling more black, Maryland-resident high school graduates than white counterparts; (2) black students are enrolled in community colleges and predominantly-white four-year institutions, 20 may be considered to be fully integrated by the goals of the Plan; and (4) of the nine public institutions offering post-baccalaureate degrees, eight are considered fully integrated. Areas needing improvement include: special problems in attracting rural black students; institutional recruitment strategies and plans for traditionally-black institutions to attract white students; recruitment efforts for black graduate students, especially in disciplines with traditionally low black participation; and studies of variables affecting choice of major among black students, particularly in the health sciences. Statistical data are included. (LBH)

ED 158 726 IR 006 181

Bunderson, C. Victor Schneider, Edward W.

Formative Evaluation Fundamentals for TICCIT Courseware. Occasional Paper No. 2.

Brigham Young Univ., Provo, Utah. Inst. for Computer Uses in Education.

Spons Agency-Mitre Corp., McLean, Va.; National Science Foundation, Washington, D.C.

Pub Date-Feb 74

Contract-C-179

Note-18p.; Institute for Computer Uses in Education Series; For related documents, see IR 006 174, 177, 178 and IR 006 180, 182, 183

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Community Colleges, *Computer Assisted Instruction, *Course Evaluation, Display Systems, *Evaluation Methods, *Formative Evaluation, Guidelines, Higher Education

Identifiers-Educational Testing Service, *TICCIT Computer System

The formative evaluation process described was designed to be used by Brigham Young University personnel in 1974 to evaluate and improve TICCIT programs and materials for community college credit courses. Involving the use of editorial judgment and data on student use, this process includes five levels of evaluation and revision: (0) materials are reviewed for subject matter accuracy, instructional psychology, and message design; (1) materials pass through several cycles of formal debug, using skilled and critical students to look at every display with different types of mental sets characteristic of students and catch problems in answer processing; (2) lessons and units are tested on 20 or more students enrolled in convenient institutions to identify those lessons, segments, and displays which produce confusion or difficulty; (3) courses, lessons, and units are tested on 20 or more community college students to discover any remaining areas causing difficulties; and (4) courses, units, and lessons are tested on several hundred community college students. Modifications indicated by the results in each step are part of the on-going process. The most advantageous role during this period for Educational Testing Service (ETS), which would perform a separate summative evaluation of the final revised version, was seen as facilitator of interchange between the developers and the users and as a facilitator of the formative evaluation process. (Author/CMV)

ED 158 748 IR 006 338

Schwarz, Stephan, Ed. And Others

Library Services in Transition: A Presentation of Current Activities at the Royal Institute of Technology Library.

Royal Inst. of Tech., Stockholm (Sweden). Library.

Pub Date-78

Note-224p.; Stockholm Papers in Library and Information Science ; some pages of the document may not reproduce clearly

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors-Anthologies, *Essays, Foreign Countries, Information Services, Library Programs, *Library Research, Library Role, *Library Services, On Line Systems, *Research Libraries

Identifiers-*Scientific and Technical Information, *Sweden

This collection of 15 essays, reports, and notes written by staff members of the Royal Institute of Technology Library (RITL) addresses various aspects of modern librarianship, and outlines some of the RITL contributions to the field. Designed to present a composite picture of the various activities of RITL since about mid-1973, these essays describe the following: Information Services to Industry The Role of the Technological University Library; Cataloguing at RITL; The Archives of RITL; Library Use and Users; Non-Satisfied Requests; The RITL Information and Documentation Centre Decentralization and Systems Development; LIST TECH A Union List of Periodicals in Science and Technology; A Bibliographic Data Base in Mechanical Engineering; The Use of an Intelligent Terminal as Minicomputer in Library Management; 3RIP An Interactive Search and Editing System for Large Textual Data Bases; Implementation of a New Interactive On-Line Information Retrieval System 3RIP; A Perspective of Library Education Experiences from RITL; Introducing Modern Information Services to Research and Development in Portugal; and History of Ideas in Science and Engineering Arts. Lists of reports published by the library, foreign visitors, research projects, and educational and promotional activities are appended. (JPF)

ED 158 771 IR 006 408

Norwood, Frank W.

Communications Satellite Services in the United States Present Status, Future Prospects. A Paper Prepared for the National Institute of Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-77
Note-51p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Bibliographies, *Communication Satellites, Costs, Educational Radio, *Educational Technology, Educational Television, Equipment, Experiments, *Futures (of Society), Networks, *State of the Art Reviews, *Technological Advancement

To provide a baseline for thinking about future experiments, this paper begins with a review of educational satellite experiments undertaken in the past. A review and analysis of the communications satellites currently in use by both the National Aeronautics and Space Administration and by the various commercial carriers is presented in non-technical terms. In each case, there is a brief description of the technological parameters of the system and a description of the kinds of services which the hardware can provide. In forecasting the second generation'' of satellites, the paper limits itself to plans and proposals which are now under discussion and avoids unrealistic speculation, an approach which, in a field under rapid development, may be as much a limit as a strength. (Author/VT)

ED 158 855 PS 009 558

Falbo, Toni

The Attributional Explanation of Academic Performance by Kindergarteners and Their Teachers. Technical Report #38.

Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.

Spons Agency-California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.

Pub Date- 75

Note-11p.; Paper presented at the Annual Meeting of the American Psychological Association (81st, Montreal, Canada, August 27-31, 1973); For related documents, see PS 009 533-557 and PS 009 559-573

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Attribution Theory, Comparative Analysis, *Demonstration Programs, Early Childhood Education, Hawaiians, *Kindergarten Children, *Motivation, *Perception Tests, Questionnaires, Research, Sex Differences, *Teacher Response

Identifiers-Hawaii, *Kamehameha Early Education Program

This report presents a study designed to determine if 5-year-olds possess an understanding of causation that conforms to the Weiner et al (1971) achievement model. This paper also studies the similarities between the attributional explanations of 5-year-olds and their teachers. Twenty-eight kindergarten students, largely part-Hawaiian, were asked to explain the outcome of a story in terms of achievement determinants. Each of four teachers of the class was given a questionnaire for each child and asked to explain a given performance in terms of a rating scale of achievement dimensions. Results show outcome (positive and negative), sex, and income to be significantly related to the children's attributional choices. Income and IQ were found to be significantly related to teacher responses. Children's choices of task and ability did not predict teacher responses; choices of luck and effort were significantly related to teacher ratings. The data indicate awarness of the causal nature of achievement in kindergarten-aged children and considerable agreement between teacher and student responses. (Author/CM)

Indian Education. Hearing Before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, 95th Congress, 1st Session on H.R. 9158 - To Provide for Grants to Tribally Controlled Community Colleges, and For Other Purposes (October 13, 1977).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-13 Oct 77

Note-66p.; Not available in hard copy due to small print size of original

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Community Colleges, *Federal Legislation, Financial Needs, *Financial Support, Governing Boards, *Hearings, Post Secondary Education, Private Colleges, *Tribes

Identifiers-*American Indian Colleges, *American Indian Education, Navajo (Tribe), Navajo Community College AZ

The purpose of H.R. 9158 is to provide grants for the operation and improvement of tribally controlled community colleges to insure continued and expanded educational opportunities for Indian students. The Secretary of the Interior is authorized to make grants into the general operating funds of tribally controlled community colleges to defray the expense of activities related to education programs for Indian students. Recognition is made of previous efforts by the Navajo Tribe and the Congress for Navajo Community College and special provisions are established for that institution. Testimony discloses support for H.R. 9158 because previous legislation has not met the need. Testimony is provided by representatives from the College of Ganado, the American Indian Higher Education Consortium, Navajo Community College, Navajo Tribal Council, National Congress of American Indians, National Indian Education Association, Fort Berthold College Center, and Sinte Gleska College. (BR)

ED 158 914 RC 010 658

Spain, Peter L. And Others

Radio for Education and Development: Case Studies, Volume I. World Bank Staff Working Paper No. 266.

World Bank, Washington, D. C.

Pub Date-May 77

Note-210p.; For related document, see RC 010 659

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors-Adult Education, Case Studies, Communications, Costs, *Developing Nations, *Educational Radio, *Elementary Education, Inservice Teacher Education, *Mathematics, *Rural Development, *Rural Education, Technology

Identifiers-Dominican Republic, Indonesia, Kenya, Mexico, Nicaragua

Six papers describe use of the radio for in-school and out-of-school formal education in this first volume of working papers on how radio can and is being used for education and development. Part one on in-school education contains: a Nicaraguan project to teach mathematics to first grade children (including curriculum, materials, teacher activities, problems, and envisioned solutions); an evaluation of the radio schools of Tarahumara, Mexico, begun by Jesuit missionaries in 1955, geared toward first-fourth grades; the Radioprimaria'' project headquartered in San Luis Potosi, Mexico, begun in 1970 for fourth-sixth graders in rural areas (format, materials, student participation, and gradual shift from rural to urban use are discussed); a planning study on potential of radio in elementary formal education in Indonesia (covering existing elementary education system and estimates of comparative performances and costs of alternatives). Part two deals with use of radio for distance learning: for inservice training of teachers in Kenya (distinguished by use of correspondence materials supplemented by radio broadcasts to reach a widely scattered adult population) and in Radio Santa Maria's primary and intermediate adult education program in the Dominican Republic (adapted from a model developed in the Canary Islands, Spain). (RS)

ED 158 951 RC 010 730

Olson, Mary Bills, David

Political Participation in a Rural Wisconsin County.

Spons Agency-Wisconsin Univ., Madison. Coll. of Agricultural and Life Sciences.

Pub Date-78

Note-41p.; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, California, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Adults, *Evaluation Methods, Family Income, Females, *Individual Power, Males, *Organization, *Political Influences, Political Power, Politics, *Rural Population, *Sex Differences, Socioeconomic Status

Identifiers-Wisconsin (Chippewa County)

Although individuals aim their attempts to exert legitimate political influence at particular levels of government, the hierarchical organization of "political influence attempts" is an aspect of political participation which has not yet received systematic study. In order to examine the perceived political influence of rural people in a politically active farming region of the Upper Midwest, an area probability sample of 112 adults from Chippewa County, Wisconsin, contained approximately equal numbers of men and women. Using personal and telephone interviews, an 18 item scale ranked people hierarchically according to the highest level of local, state or federal government at which they felt they were most influential. Perceived political influence was associated with several personal and positional characteristics, including educational attainment, occupational status, annual family income, age, sex, political knowledge, sense of political efficacy and political interest. When regression techniques assessed the relationship between these characteristics and the perceived influence scale, occupational level and political efficacy appeared as important variables for men, and family income and political interest important variables for women. The methodology utilized should be potentially useful as a measure of the otherwise elusive status attainment dependent variable, political status. (Author/DS)

ED 158 974 SE 024 662

National Working Conference on Emerging Issues in Environmental Education: Proceedings (Ann Arbor, Michigan, June 3-6, 1974).

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Office of Environmental Education.; Michigan Univ., Ann Arbor. School of Natural Resources.
Pub Date-74
Grant-OEG-0-73-5413
Note-566p.; Contains occasional light and broken type
EDRS Price MF-$1.00 HC-$30.13 Plus Postage.
Descriptors-*Check Lists, *Conference Reports, Economics, Educational Philosophy, *Educational Planning, Educational Research, *Environmental Education, Science Education, *Surveys

The conference reported on in these proceedings was held in June, 1974. The nine emerging issues in environmental education identified prior to the conference are: (1) skill training in environmental education; (2) environmental-social justice issue relationships; (3) the constituency of environmentalism; (4) the support system for environmental education; (5) the relationship between environmental education in schools and the structure and process of formal education; (6) environmental education and the concept of values; (7) local versus global perspectives; (8) autonomy and integrity of the learner; and (9) the relationship of environmental issues and economics. An essay and the edited texts of small-group discussions on each issue are given. Also included are the results of a survey on the views of environmental educators concerning emerging issues in environmental education and a checklist of criteria for planning and evaluating education programs which was developed based on the conference transcripts. (BB)

ED 159 051 SE 024 895

Causey, Matthew Underhill, Robert G.

An Empirically Derived Hierarchy of Intraconcept Relationships: Rational Number Multiplication.

Pub Date-Mar 78
Note-22p.; Paper presented at the annual meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978); Contains occasional marginal legibility in Figures and Tables
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Achievement, *Cognitive Development, Conference Reports, *Educational Research, *Elementary School Mathematics, Elementary Secondary Education, *Learning Processes, Multiplication, Rational Numbers, *Secondary School Mathematics, Systems Development
Identifiers-Research Reports

The purposes of this study were: (1) to develop a skills hierarchy for rational number multiplication using modified intraconcept analysis procedures developed by Uprichard and Phillips in two preview studies, and (2) to evaluate and modify the hierarchy using the Walbesser technique (AAAS) and pattern analysis. Subskills were delineated from two points of view: mathematical and psychological. Alternative forms of an instrument evaluating the performances on 34 identified subtasks were administered to 225 subjects in grades 5, 6, and 7. The final hierarchy, implications, and hierarchy development strategies are discussed. (Author/MP)

DaGue, Elizabeth L.
Women and Work in Nineteenth and Twentieth Century America: A Course for High School Students.
Pub Date-Apr 78
Note-13p.; Paper presented at Annual Conference on Ethnic and Minority Studies (Sixth, LaCrosse, Wisconsin, April 19-22, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Average Students, College Bound Students, Course Descriptions, *English Curriculum, Ethnic Studies, Feminism, Grade 11, Grade 12, *Interdisciplinary Approach, Nineteenth Century Literature, Secondary Education, Sex Discrimination, *Sex Role, Sex Stereotypes, Twentieth Century Literature, *United States History, Units of Study, *Womens Studies, *Working Women

This document describes an interdisciplinary English and history course on women and work in the 19th and 20th centuries. It is designed for 11th and 12th grade students and it includes ideas suitable for use with college bound or vocationally oriented students. A major objective of the course is to help students analyze their ideas on work and job stereotyping so that they will combat traditional limitations placed on women in the work force. The unit begins by presenting sources of statistics for describing the current earnings gap between men and women. Then suggestions are given for student assignments on analyzing the portrayal of women in television. Much of the unit is devoted to an analysis of the middle class ideal of a lady as contrasted with the real life of women exhibited through occupational types: houseworker/motherworker, farmworker laborer, frontier builder, industrial worker, plantation mistress, slave, teacher, lawyer, and doctor. The unit concludes with a section on women and the law. Teachers are encouraged to have students read about sexist legal decisions and about workers' civil rights. These are used as an introduction to a discussion on the Equal Rights Amendment. This course description suggests many appropriate books for each of the themes in the unit. (Author/BC)

ED 159 136 SP 012 877

Kelsey, Kenneth W.

The TEAM (Teacher Education Alternatives Model) Project.

Saint Cloud State Coll., Minn.
Pub Date-77
Note-10p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Differentiated Staffs, Educational Alternatives, *Education Majors, *Field Experience Programs, *Goal Orientation, Higher Education, *Humanistic Education, *Program Descriptions, *Seminars, Teaching Techniques

The Teacher Education Alternatives Model (TEAM) project is an attempt to implement in a teacher preparation program many of the principles and ideas articulated in the humanistic movement in education. The main process themes experiencing, decision-making, cooperating, and evaluating are implemented through four learning modes: (1) field experiences; (2) goal setting; (3) seminars; and (4) learning projects. A decrease in time devoted to traditional courses is complemented by increases in student interaction with faculty and materials by way of conferences, seminars, and projects, and in field experiences. An elementary education major in TEAM typically spends five quarters in field experiences at various schools. Another feature is the integration of subject areas and of on-campus learning with field experiences. A differentiated staffing pattern is provided with faculty serving in three basic roles: coordinator; advisory group leaders who meet weekly with students for personalized needs related to learning, goal setting, and evaluation; and special area faculty responsible for subject matter and field supervision. (Author/JD)

Wing, Hilda

Normative Data for the Professional and Administrative Career Examination (PACE): FY 1975. Technical Memorandum 76-15.

Civil Service Commission, Washington, D.C. Bureau of Policies and Standards.
Pub Date-Dec 76
Note-192p.
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-Administrative Personnel, College Graduates, Employment Potential, *Government Employees, *National Norms, *Occupational Tests, *Performance Factors, Predictor Variables, Professional Occupations, Professional Personnel, *Tables (Data), Test Results
Identifiers-*Professional and Administrative Career Exam

The performance of all 200,000 examinees on the Professional and Administrative Career Examination (PACE) in fiscal year 1975, its first year of administration, is presented in 10 graphs and 100 tables. The data describe the ratings obtained by six groups of competitors: by series of written test, by Veteran Preference status, by Outstanding Scholar status, by sex, by current federal employment, by geographic region, and by college major. A second set of tables shows the interaction of Veteran Preference, Outstanding Scholar, sex of competitor, and written test performance on the probability of consideration for federal employment. The final tables indicate the proportions of competitors at or above certain ratings hence the probabilities that such groups will be given employment consideration as a function of current federal employment, geographic region, and college major. This report is part of the planned documentation of the PACE, describing characteristics of the PACE competitor population in terms of this employment program and its written test. The report should also be helpful to Commission personnel concerned with staffing patterns in PACE occupations, and to college recruiting officials. (Author/CP)

ED 159 201 TM 007 469

Shaycoft, Marion F.
Project TALENT: A Short History of a Long Project American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-AIR-FR-55400-9/77
Pub Date-Sep 77
Grant-NIE-G-74-0003
Note-460p.; Parts are marginally legible due to print quality
EDRS Price MF-$0.83 HC-$24.77 Plus Postage.
Descriptors-Academic Achievement, Aptitude, Biographical Inventories, Career Choice, Data Analysis, Data Bases, Educational Assessment, *Followup Studies, *High School Students, Longitudinal Studies, *National Surveys, *Program Descriptions, Research Design, *Research Methodology, Research Problems, Senior High Schools, *Student Characteristics, Testing Programs, Test Selection
Identifiers-*Project TALENT

In 1959, the American Institutes for Research (AIR) and the University of Pittsburgh selected a stratified random probability sample of all secondary schools (public, parochial, and private) in the United States, tested all their students in grades 9-12 with a two-day battery of aptitude tests, information tests, tests of ability and achievement, and inventories probing the examinees' background, interests, and personality traits. Following the initial testing, examinees were periodically surveyed through a series of mailed questionnaires; this effort has yet been completed. The study was labeled Project TALENT, and was designed to provide: (1) an inventory of human resources; (2) a set of standards for educational and psychological measurement; (3) a counseling guide indicating the patterns of aptitude which are predictive of success in various careers; (4) a better understanding of how young people choose their life work; and (5) a better understanding of the educational experiences which prepare students for their life work. The project is traced from its inception in 1956 to its current status, including future follow-up plans. This informal history includes information concerning project staff, reports, test batteries, retest studies, data tapes, computer programs, statistical and management problems, and follow-up questionnaires. Statistical analyses are discussed in the technical appendices. (Author/JAC)

ED 158 664 HE 010 372

White, A. Leslie

Report on the Council of Graduate Schools-Graduate Record Examinations Board 1977-78 Survey of Graduate Enrollment. Part I.

Council of Graduate Schools in the U.S., Washington, D.C.; Graduate Record Examinations Board, Princeton, N.J.
Pub Date-30 Nov 77
Note-18p.; This report is also issued as CGS Communicator Special Report No. 13, December 1977''
Available from-Graduate Record Examinations Board, Princeton, New Jersey 08540
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Comparative Analysis, *Doctoral Degrees, Enrollment Rate, *Enrollment Trends, Fellowships, Graduate Students, *Graduate Study, Higher Education, *Masters Degrees, National Surveys, *School Surveys, Statistical Data, Student Application, Teaching Assistants, Trend Analysis

A survey was conducted to obtain accurate information on graduate school enrollments between 1976 and 1977. Enrollment data were gathered from the membership of the Council of Graduate Schools in the United States, which grants 99 percent of the earned doctorates and 85 percent of the Master's degrees. Of the 359 graduate school members, 304 questionnaires were returned. Graduate school enrollment and full/part-time enrollment increased by less than 1 percent. A decline of 1.6 percent occurred for enrollment at the public master's degree institutions. Total first-time enrollments in graduate schools increased 1.1 percent, and the number of non-service graduate fellowships increased 1.7 percent. The increase in fellowships is a departure from recent trends. The largest growth occurred in the number of master's degrees awarded, and more specifically, at the public institutions. Consistent with past trends, the number of doctoral degrees continued to decline. (SW)

ED 158 704 IR 005 999

To and From the Field: Communications and Agriculture.

Academy for Educational Development, Washington, D.C. Clearinghouse on Development Communication.
Pub Date-Apr 78
Note-18p.
Journal Cit-Development Communication Report; n22 Apr 1978
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Agricultural Education, Communication (Thought Transfer), Demography, *Developing Nations, Educational Innovation, *Educational Radio, Educational Research, *Information Dissemination, Information Needs, Models, News Media, Programing (Broadcast), *Rural Areas, Surveys

Information on current research and projects, as well as general suggestions and conceptual material, is presented in 11 articles related to communication in rural areas of developing nations. These articles deal with (1) how information flows to small Nepalese farms; (2) an overview of communication in agricultural development projects, with descriptions of project models; (3) instruction of Bangladesh villagers via radio; (4) participatory communication in international agricultural research centers; (5) a Guatemalan radio education project in agricultural development; (6) an interview regarding agricultural education extension services; (7) a general analysis of the current status of rural education and agricultural development; (8) a rural development handbook for New Guinea village leaders; (9) regional universities; (10) highlights of the Fifth Pan-African Literacy Seminar; and (11) suggestions for agricultural information consulting. (CMV)

Gold, Ben K.

Grading Patterns at L.A.C.C. 1955-1977. Research Study #78-8.

Los Angeles City Coll., Calif.
Pub Date-Aug 78
Note-31p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Class Average, Community Colleges, Credit No Credit Grading, Day Students, Departments, Enrollment Trends, Evening Students, Grade Point Average, *Grades (Scholastic), *Grading, Institutional Research, *Junior Colleges, Part Time Students, Persistence, *Statistical Data, Trend Analysis

Using grade distributions for fall semesters for odd-numbered years from 1955 to 1977, this study presents statistics on grading practices at Los Angeles City College. For each year in the day and evening divisions, the number of A, B, C, D, F, W (withdrawn), WF (failing at the time of withdrawal), WU (dropped for non-attendance), INC (incomplete), C (credit) and N/C (no credit) grades issued, total grades issued, total A, B, C, D, F grades issued and grade point averages (GPA) are presented. Additional tables and figures cover the number of grades per week enrollment for 1961-1977, GPAs by department for 1969, 1973 and 1977, and the number and percents of instructors and departments giving various grades for fall 1977. An examination of the statistical data reveals that more part-time students have enrolled in recent years, and that students are enrolling in more courses and withdrawing from the less attractive or more difficult ones. GPAs were higher for day students than evening students from 1955 to 1965, after which the reverse was true. Day student GPA dropped slightly from 1955 to 1965, then rose consistently to its highest level in 1977, when GPAs for both day and evening students were close to 2.7. Considered on the basis of total grades issued, there has been little change in the percentage of A and B grades over the past 23 years. (MB)

ED 158 876 PS 010 037

The Case Management Model: Concept and Process Definition. Volume I.
Regional Inst. of Social Welfare Research, Athens, Ga.
Pub Date-77
Note-32p.; For Volumes II and III, see PS 010 038-39
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Caseworker Approach, *Delivery Systems, *Management Systems, *Models, *Social Services, Training

This report describes a case management model and was designed to serve as a basic text for training social service workers. Chapter I defines the term case management and discusses the role of case management in the field of social services. Chapter II delineates the main features of the case management model and the activities required of the social service worker in the case management process. Included in this chapter are a diagram illustrating the relationship of case management functions to other functions in the service delivery system and a flow chart demonstrating the functional flow of the case management process. Chapter III briefly discusses issues related to the implementation of the case management approach. (JMB)

ED 159 076 SE 024 957

Haag, V. H. And Others
Introduction to Secondary School Mathematics, Volume 1, Student's Text, Part I, Unit 37. Revised Edition.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-62
Note-194p.; For related documents, see SE 024 958-962
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-Curriculum, Geometric Concepts, *Grade 7, *Instructional Materials, Junior High Schools, Mathematics Education, Number Concepts, Secondary Education, *Secondary School Mathematics, *Textbooks
Identifiers-*School Mathematics Study Group

This is part one of a two-part SMSG text for grade seven students whose mathematical talents are underdeveloped. The reading level of this text has been adjusted downward, chapters shortened, and additional concrete examples included. Nevertheless, the authors warn that the text may not be appropriate for the very slow non-college-bound student. Chapter topics include: number symbols, whole numbers, non-metric geometry, and factoring and primes. (MN)

ED 158 645 HE 010 337

Issues in Staff Development. A Collection of Conference Papers.
London Univ. (England). Inst. of Education.
Pub Date-Oct 75
Note-134p.
Available from-The Secretary, UTMU, 55 Gordon Square, London, WC1H ONT, England
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Case Studies, College Faculty, *College Instruction, *Conference Reports, *Faculty Development, Foreign Countries, *Higher Education, Instructional Improvement, Leadership, Post Secondary Education As a Field of Study, Teacher Administrator Relationship, *Teacher Improvement, Teaching Methods, University Administration
Identifiers-*Great Britain, *Professional Development

Papers and discussions presented at a British Staff Development in Universities program conference are reported in this collection. Focus was on the role of staff development units, courses and activities concerned with both teaching and administration, and information services. Topics and authors or reporters are: The Longer Reach,'' by David Warren Piper; The Symbolic Functions of a Training Unit in Universities,'' by John Broadbent; Courses in Higher Education at the University of Surrey,'' by Lewis Elton and J.M. Kilty; New Resources and Concepts in Engineering Teaching,'' by N.D.C. Harris; Management Teacher Development A Report on a Practical Application,'' by Kenneth Ambrose; Managing to Teach as Well,'' by Bradford Imrie; Summary of a Session on Teaching in Small Groups,'' by M.L.J. Abercrombie and P.M. Terry; Whom Are We Training to Teach and How?'' by Anne Sutherland;

ED 158 932 RC 010 692

Lionberger, Herbert F. And Others
Reasons and Underlying Philosophies for Living in the Country.
Pub Date-9 Aug 78
Note-59p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Beliefs, Child Rearing, Extension Education, Family Life, Farmers, Income, Part Time Farmers, Personal Values, *Philosophy, Q Sort, *Quality of Life, Retirement, *Rural Environment, Rural Farm Residents, Rural Nonfarm Residents, *Rural Population, Rural Urban Differences
Identifiers-Missouri

Six ideological types of rural residents were defined to represent empirically determined reasons and underlying philosophies for living in the country, addressing a need to look at aspects of the growing nonfarm contingent of rural population, especially as it concerns extension program needs. The types were descriptively named Committed Farmers, Reluctant Residents, Nature Lovers, Guests of the Country, Child Raisers'', and Agrarian Cornerstones. Rural residents Q-sorted 90 items representing diverse reasons (farming as individual achievement, business, cornerstone of society, escape release, child raising, naturist) and philosophies (Protestant ethic, consumerism, new naturalism, agrarianism, humanism) and rated reasons for rural living to provide a congruency test for factored types. Net results showed high congruency between types and rated reasons. No type was primarily committed to farming either as a business or to make money even committed farmers rated quality of life issues and importance of farming to society over making money. No retirement-oriented type emerged, despite many retired and semiretired respondents retirement concerns came after basic ideologies and quality of life reasons. Commitment to country living varied from Reluctant Residents longing for urban culture to those who saw farming as a cornerstone of society. There were no

ED 159 002 SE 024 741

Gentile, A. G. Scanlon, D. T.

Floricultural Insects and Related Pests - Biology and Control, Section I. Florogram - Specialty Manual Issue for Commercial Greenhouse Growers.

Massachusetts Univ., Amherst. Cooperative Extension Service.
Pub Date- 78
Note-57p.; For related document, see SE 024 740; Photographs may not reproduce well
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Agricultural Production, Biology, *Certification, *Disease Control, Greenhouses, Insecticides, *Instructional Materials, Job Skills, *Pesticides, Post Secondary Education, Safety
Identifiers-Massachusetts, Ornamental Plants, *Pest Control

This manual is designed by the Massachusetts Cooperative Extension Service as a guide for the control of the most common insects and related pests of floricultural crops grown commercially in glass and plastic houses in Massachusetts. The publication consists of two sections. The first section presents a description of the major pests of floricultural crops, their biology, and the damage they cause. Some of these pests include aphids, beet armyworm, cockroaches, cutworms, leaf miners, loopers, mites, scale insects, slugs and snails, thrips and whiteflies. This is followed by general information and the methodology for using pesticides effectively and safely. The second section provides information on the control of pests on specific crops such as pesticide formulations and methods of application, safety precautions, storage of pesticides, pesticide delivery calculations, the safe use of temik, toxicity of pesticides and reported phytotoxicity of Acaricides and insecticides to ornamentals. The metric system and poison centers in Massachusetts are also presented at the end of the manual. (HM)

ED 159 029 SE 024 840

Aldridge, Bill G. Stringer, Gene A.

Bridge Circuits: One Topic in the Modular Course in Electronics Instrumentation.

Technical Education Research Center, Cambridge, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-78
Grant-NSF-SED-77-1116
Note-35p.; For related document, see SE 024 849; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Electric Circuits, *Electronics, Instructional Materials, *Laboratory Experiments, *Learning Modules, Potentiometers (Instruments), Science Activities, Science Education, *Technical Education

This learning module is intended to illustrate the functioning and uses of bridge circuits. The discussion and laboratory procedures suggested in the module presume familiarity with basic concepts of electronics such as voltage, current, resistance, capacitance, inductance, phase, and knowledge of such skills as breadboarding circuits from schematic diagrams, graphing data, and intermediate algebra. Topics included in the discussion are DC bridge concepts, the Wheatstone bridge, AC bridge concepts, and the Wien bridge. In the laboratory the students build and investigate some uses for a Wheatstone bridge and a Wien bridge. A glossary, list of references, and list of answers to the mathematical problems are included. (BB)

ED 158 625 HE 010 122

Higher Education into the 1990s. A Discussion Document.

Department of Education and Science, London (England).; Scottish Education Dept., Edinburgh.

Pub Date-Feb 78

Note-23p.

Available from-Room 1/27, Department of Education and Science, Elizabeth House, York Road, London SE1 7PH, England

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*College Students, Declining Enrollment, *Educational Finance, *Educational Policy, Enrollment Projections, Enrollment Rate, *Enrollment Trends, *Foreign Countries, *Higher Education, Models, Population Trends, Resource Allocations, Statistical Data

Identifiers-*Great Britain, Robbins Principle

An analysis of Great Britain's higher education system, primarily between 1981 and 1994, considers the possible implication of demographic trends and how that pattern may change over the next 15 years. The purpose of the paper is to direct public attention to the issues and encourage debate rather than present discrete policy options. Planning figures for higher education reflect a pattern in which young home entrants have predominated. Successive governments have provided for this group by following the principle advocated by the Robbins Committee of 1963 that higher education courses should be available for all qualified aspirants. Appendices include detailed data on student numbers

ED 158 772 IR 006 409

Debes, John L.

The Democracy of the Intellect.

Pub Date-10 Mar 76

Note-13p.; Paper presented at the Eighth National Convention of the International Visual Literacy Association (Nashville, Tennessee, March 10, 1976)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Cognitive Processes, *Communication (Thought Transfer), Communications, Futures (of Society), Verbal Learning, *Visual Literacy

Identifiers-*Visual Languaging

It is now possible to carry forward the work in visual languaging and visual literacy to create a model for language and for cognition. The central hypothesis is that visual sequences are gradually learned, perceived, and read'' by people, but especially by little children, much as languaging is learned, perceived, and read; the readers'' behave as if they are reading a visual language. The essential counterpart of this is that visual sequences are written'' (composed) much as languaging is written and writers'' (composers) behave as if they are writing visual language. There is evidence that the left hemisphere of the brain takes care of writing and printing and the right hemisphere with processing picture sequences. Once the right hemisphere

ED 158 795 JC 780 452

Chang, Nai-Kwang
Organizational Structure in Multi-Campus Community Junior Colleges/Districts.
Denver Community Coll., Colo.
Pub Date-8 May 78
Note-137p.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Administrative Organization, Centralization, *College Administration, Community Colleges, Decentralization, *Junior Colleges, *Multicampus Colleges, *Multicampus Districts, Organizational Change, Surveys

The administrative structures and functions of multi-campus colleges/districts of the same size as the Community College of Denver (CCD) were investigated to determine the positive and negative aspects of multi-campus colleges vs. separate independent colleges and of centralization vs. decentralization of 38 administrative functions. A survey of 15 multi-campus colleges/districts revealed a pattern of centralization of certain functions, including automated data processing/administration, institutional research, statistical services, district publicity and personnel records. Functions, such as financial aid, student library services, counseling and testing, and health and instructional services, reflected a decentralized pattern. Nineteen other functions revealed no pattern in how they were administered. Based

ED 158 835 PS 009 538

Lam, David And Others

The Uses and Limits of Increasing Student Motivation. Technical Report #6.

Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.
Spons Agency-California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.
Pub Date- 74
Note-31p.; For related documents, see PS 009 533-537 and PS 009 539-573
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Demonstration Programs, Early Childhood Education, *Educational Improvement, *Grade 1, Hawaiians, *Kindergarten Children, *Motivation Techniques, Research, *Social Reinforcement, Student Motivation, Teacher Behavior
Identifiers-Hawaii, *Kamehameha Early Education Program

The relationship between Hawaiian children's motivation in school and their teachers' use of contingent social reinforcement was examined in

ED 158 877 PS 010 038

The Case Management Model: Implementation Requirements. Volume II.
Regional Inst. of Social Welfare Research, Athens, Ga.
Pub Date-77
Note-46p.; For Volume I, see PS 010 037; for Volume II, see PS 010 039
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Caseworker Approach, *Delivery Systems, *Guides, *Management Systems, *Social Services, Training

This guide describes the social services case management process in detail, focusing on some of the ways in which the basic process requirements can be met. An explanation of why each step in the process is necessary is offered from both a system and a client point of view. The guide is divided into seven chapters, each of which concentrates on one of the basic requirements of the case management process. The seven requirements examined are: (1) evaluation of service request or need, (2) eligibility determination, (3) planning of service objectives, (4) arrangements for linking client with service providers, (5) provision of services, (6) overseeing the case, and (7) recordkeeping. Each of these requirements is explained according to purpose, process and content with an emphasis on the activities and tasks which are thought to be most useful in maintaining a deliberate coordinating and organizing role at the individual case level. Techniques that are viewed as common to good

ED 159 052 SE 024 897

Berman, Richard M. Hunt, Irmgard

Energy Directory and Bibliography.

Consumer Action Now's Council, New York, N.Y.; New York State Alliance to Save Energy, Inc., New York.

Pub Date-77

Note-33p.

Available from-New York State Alliance to Save Energy, Inc., Attn.: Booklet Department, 36 West 44th Street, Room 709, New York, New York, 10036 ($2.50 plus $1.00 handling charges)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Annotated Bibliographies, Books, Conservation (Environment), *Consumer Education, *Directories, Energy, *Energy Conservation, Environmental Education, *Organizations (Groups), Periodicals, Reference Books, Utilities

Identifiers-*Energy Education

This publication is written as a reference guide for persons interested in energy conservations, alternative energy sources, and energy conscious lifestyles. It consists of both a directory to organizations that can provide energy information and a bibliography of useful consumer-oriented publications. The directory includes leading private and governmental organizations involved in energy issues and programs. Potential sources of funding for energy projects, energy information centers, regulatory bodies, research centers, environmental groups, and design associations are mentioned. They are each described

ED 159 117 SO 011 131

Denniston, Dorothy L.

Sable Queens in Bondage: Reading, Independent Study, and Research on the American Slave Narrative.

Pub Date-Sep 77

Note-25p.; Not available in hard copy from EDRS due to poor reproducibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-American Culture, Autobiographies, Biographies, *Black Culture, *Blacks, Black Studies, Case Studies, Civil Liberties, Civil Rights, Extended Family, Family Role, *Females, Folk Culture, Letters (Correspondence), Literature Reviews, Parent Child Relationship, *Primary Sources, *Slavery, Social History, Social Influences, *United States History, Values

This paper examines the scope and historical significance of biographies and autobiographies of ex-slaves. The document focuses primarily on accounts of black women published from 1820-1860, but also discusses several narratives from colonial times. Exploits of famous women slaves including Harriet Tubman and Sojourner Truth are analyzed along with accounts of lesser-known black women who made major

ED 159 137 SP 012 903

Bury, Susan S.
Learning Disabilities and Adult Basic Education.
Pub Date-76
Note-10p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Adult Basic Education, Individualized Instruction, *Inservice Teacher Education, *Learning Disabilities, Program Descriptions, *Remedial Reading, Retarded Readers, *Special Education, Teaching Techniques, Workshops

This staff development project was designed to increase teacher competency in the education of learning disabled adult students by helping the teacher to become aware of special education techniques and materials through inservice training. Emphasis was on reading with a variety of approaches demonstrated. Intensive workshop participation was planned and carried out to prepare adult basic education teachers with techniques for use with exceptional students and to familiarize them with materials for diagnosing and prescribing individual learning programs. (JD)

Hawley, Steve Branch, Jan
Analysis of Core Questions in the Theory-Practice Gap.
Pub Date-Feb 78
Note-17p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (58th, Las Vegas, Nevada, January 31- February 3, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*College School Cooperation, Cooperating Teachers, Cooperative Programs, *Field Experience Programs, Higher Education, *Preservice Education, Program Administration, *Program Coordination, Teacher Educators

Problems arising from a state mandate that school-based and college- or university-based teacher education programs be cooperatively developed are examined. The following issues raised from the school district perspective are considered: (1) What mechanisms will be established to insure ongoing communication between college and field-based staff? (2) How does the role of teacher educator fit into a public school teacher's regular responsibilities? (3) How will school personnel be involved in planning, implementation, and evaluation of teacher preparation programs? (4) What criteria will be developed cooperatively to assess each field-based experience? (5) What kinds of experiences will be made available to prepare field-based personnel and/or college faculty? (6) What kind of reward system will insure the participation of field-based personnel? (7) How can increased

ED 158 952 RC 010 733

Morris, Lee, Ed. And Others

Extracting Learning Styles from Social/Cultural Diversity. A Study of Five American Minorities.

Southwest Teachers Corps Network, Norman, Okla.

Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date-78

Grant-OEG-007-700-119

Note-123p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-Affective Behavior, American Indians, Bibliographies, Blacks, Caucasian Students, Chinese Americans, *Cognitive Style, *Cross Cultural Training, *Cultural Awareness, *Cultural Differences, Cultural Factors, Curriculum Development, Educational Strategies, Experiential Learning, Mastery Learning, Mexican Americans, *Minority Groups, Social Differences, Teacher Attitudes, Unit Plan

ED 158 975 SE 024 665

Right Of Way Pest Control. Manual 88.

Missouri Univ., Columbia. Agricultural Experiment Station.; Missouri Univ., Columbia. Extension Div.

Pub Date-77
Note-19p.; For related documents, see SE 024 666-671 and SE 024 748-751
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Certification, Environment, Herbicides, *Instructional Materials, *Pesticides, *Post Secondary Education, Safety, *Units of Study, *Utilities, Weeds
Identifiers-Missouri, *Right of Way Application

This training manual provides information needed to meet the minimum EPA standards for certification as a commercial applicator of pesticides in the right-of-way pest control category. The text discusses types of vegetation, the nature of herbicides, application methods, use for specific situations, and safety precautions. (CS)

ED 159 077 SE 024 958

Haag, V. H. And Others

Introduction to Secondary School Mathematics, Volume 1, Student's Text, Part II, Unit 38. Revised Edition.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-65

Note-222p.; For related documents, see SE 024 957-962; Contains occasional light and broken type

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors-Curriculum, Geometric Concepts, *Grade 7, *Instructional Materials, Junior High Schools, Mathematics Education, Number Concepts, Ratios (Mathematics), Secondary Education, *Secondary School Mathematics, *Textbooks

Identifiers-*School Mathematics Study Group

This is part two of a two-part SMSG text for grade seven students whose mathematical talents are underdeveloped. The reading level of this

ED 159 098 SO 011 107

Goodman, Sara, Comp.

Resources on Women.

Pub Date-78
Note-81p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Bibliographies, Careers, Divorce, *Females, Feminism, Films, Filmstrips, Health, Homosexuality, Marriage, Mass Media, Mothers, Periodicals, Psychological Characteristics, Religion, Research Reviews (Publications), Resource Guides, Sex Discrimination, Sex Role, Widowed, Womens Studies

Approximately 600 resources related to women are listed in this bibliographical guide. The guide actually contains 19 individual bibliographies on various topics; some are annotated and some are not. Almost all entries were published during the 1960s and 1970s. The 19

ED 159 181   TM 007 358

Munoz-Colberg, Magda

A Logical Approach to the Testing of Deductive and Inductive Abilities. Technical Study 77-7.

Civil Service Commission, Washington, D.C. Bureau of Policies and Standards.

Pub Date-Jul 77

Note-37p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Abstraction Tests, *Abstract Reasoning, *Cognitive Tests, *Deductive Methods, *Inductive Methods, Item Analysis, *Logic, Logical Thinking, Probability, Test Reliability

Identifiers-Syllogistic Reasoning

The logical foundations of deduction and induction are outlined to form the rules for the construction of a set of tests of reasoning ability. Both deduction and induction involve the derivation of a

ED 158 749 IR 006 344

Chenhall, Robert G.

Museum Information Networks. Museum Data Bank Research Report No. 5.

Pub Date-Jan 75

Note-21p.; Prepared for the defunct Museum Data Bank Committee

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Electronic Data Processing, *Information Needs, Information Networks, Information Processing, *Information Systems, *Museums, Planning

Several museum information processing systems are discussed in

ED 159 202 TM 007 477

Love, George H. And Others

Evaluation Report on the Activities of the Appalachia Educational Laboratory Regional Exchange. October, 1976 to November, 1977.

Pub Date-Mar 78
Note-117p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Advisory Committees, Conferences, Contracts, *Information Dissemination, Interagency Cooperation, *Program Evaluation, Questionnaires, Regional Laboratories, *Regional Programs, *Resource Centers, State Departments of Education, *Workshops
Identifiers-Appalachia Educational Laboratory WV

This report covers the activities of the Appalachia Educational Laboratory (AEL) Regional Exchange (Rx) from October 1976 to November 1977, the first 14 months of the Rx existence. Four different activities are described and are briefly evaluated: (1) the Advisory Committee; (2) the subcontracts with eight state departments of education to improve the dissemination capacity of those states; (3) state workshops and regional conferences on linkage training, performance based education, and minimum graduation requirements; and (4) the Resource and Referral Centers which provide literature and answer local requests for information. Much of the report consists of tables and quoted responses to questionnaires designed to indicate the effectiveness of the various activities in achieving the goals of the Research and Development Exchange. (Author/CTM) standard deviations provide a biased estimate of treatment effects when the first procedure is used with small samples and poorly correlated measures. Under a nonlinear model of within-group growth, the true score analysis of covariance underadjusts for initial group differences. Under the assumption of linear within-group growth and with large samples, both methods estimate the desired effect with equal precision. When samples are small, neither of the two methods are appropriate for the nonlinear model of within-group growth. (Author/CTM)

ED 159 244 UD 018 446

Pido, Antonio J. A.

A Cross-Cultural Change of Gender Roles: The Case of Pilipino Women Immigrants in Midwest City, U.S.A.

Pub Date-22 Apr 78

Note-54p.; Paper presented at the Annual Conference on Ethnic and Minority Studies (6th, University of Wisconsin, La Crosse, Wisconsin, April 19-22, 1978); Page 7 may not reproduce well due to marginal legibility of the original document

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Academic Achievement, *Culture Contact, Family Structure, *Females, *Filipino Americans, *Immigrants, Income, Sex Discrimination, *Sex Role, Social Status, Social Structure, *Socioeconomic Status

Identifiers-*Philippines

This paper examines the social status of women in Filipino culture and the way this is affected by exposure to American culture when they immigrate. First, the status of women in the Philippine social structure is discussed. Perceptions of the role of education are analyzed and statistics given for the enrollment of women in colleges. The results of a 1975 survey of women in the Philippines labor force in selected occupations are assessed. Implications of the Filipino family structure for the status of women are considered as an explanation for the egalitarian status of the sexes. Changes in the political, economic, and social status of Filipino immigrants to the United States are then detailed. Information requested in a survey of Filipino immigrants in Midwest City'' on educational attainment, previous and present occupational status, and income levels before and after immigration is presented. Filipinos' perceptions and attitudes on the status of women in the Philippines vis-a-vis the U.S. are described, focusing on discrimination, divorce, family planning and abortion. It is concluded that the lowering of status in professional careers, and economic and other activities outside homemaking'' is the price that Filipino women have to pay for migrating. (Author/MC)

that wouldn't melt,'' and the failure of the schools. The problems of Blacks in schools are examined in terms of the push for equal education, black nationalism and integration, and the limited success of black demands. A discussion of Mexican Americans includes consideration of their economic conditions, school problems, the demands for change, what is being done, and whether the problems can be solved. An overview of American Indian problems leads to a brief history of American Indian education, and an examination of general school conditions, the misuse of funds, and what is best for American Indians. Finally, the dangers of accenting ethnicity are discussed with particular reference to schools. (Author/MC)

ED 159 285 UD 018 584

Characteristics of the Population Below the Poverty Level: 1976. Current Population Reports, Series P-60, No. 115.

Bureau of the Census (DOC), Suitland, Md.
Pub Date-Jul 78
Note-240p.; Not available in hard copy due to print size of the original document
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($4.25)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Census Figures, *Economic Factors, Income, Individual Characteristics, *Low Income Groups, Metropolitan Areas, Minority Groups, *Poverty Research, Racial Differences, Social Factors, *Socioeconomic Status, *Statistical Data, Tables (Data)

This report presents detailed social and economic statistics for the population of the United States below the poverty level in 1976, based on the March 1977 Current Population Survey. Data are presented by selected characteristics such as race, family status, residence, education, work experience, and type and source of income. Poverty data for the 20 largest Standard Metropolitan Statistical Areas (SMSAs) and their central cities are also included. Among the highlights of the study are the following: (1) the number of persons in poverty declined by about 900,000 between 1975 and 1976; (2) the overall 3.5% decline in the incidence of poverty was not distributed evenly throughout the population; and (3) in 1976, as in previous years, blacks, persons of Spanish origin, children under 18 years of age, elderly persons, and persons in families with a female householder (no husband present) constituted larger proportions of the poverty population than of the population as a whole. (Author/AM)

ED 159 224 TM 007 708

Mandeville, Garrett K.

An Evaluation of Title I Model C1: The Special Regression Model.

Pub Date-Mar 78
Note-25p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Analysis of Covariance, Intermediate Grades, *Mathematical Models, Norm Referenced Tests, *Program Effectiveness, Program Evaluation, Reading Achievement, *Reliability, Research Design, *Simulation, Standard Error of Measurement, *Statistical Bias
Identifiers-*Elementary Secondary Education Act Title I, *RMC Models

The RMC Research Corporation evaluation model C1 the special regression model (SRM) was evaluated through a series of computer simulations and compared with an alternative model, the norm referenced model (NRM). Using local data and national norm data to determine reasonable values for sample size and pretest posttest correlation parameters, the simulations used normal curve equivalent (NCE) scores with 200 repetitions for 10 sample sizes, three levels of correlation, and three ability levels. The results indicate that: (1) the standard errors of the estimates of project effectiveness are quite large in many cases and have a strong dependence upon the size of the comparison group; (2) as implemented through NCE scores, the procedure has a small bias; and (3) when project effectiveness estimates are obtained using the inappropriate norm referenced model, the bias may be large enough to suggest that the results are educationally significant even in cases where there is no real effect. (Author/CTM)

Akin, James Paul

A Study of the Relationship of Racial Integration to Reading Achievement in Grades Two, Three, and Five in Alexandria, Virginia, City Public Schools.

Pub Date-21 Feb 77
Note-120p.; Ed.D. Dissertation, George Washington University, Graduate School of Education; Not available in hard copy due to reproduction quality of the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Achievement Gains, Achievement Rating, Black Achievement, *Black Students, Caucasian Students, Elementary Education, Grade 2, Grade 3, Grade 5, *Integration Effects, *Low Achievement Factors, *Reading Achievement, School Integration
Identifiers-*Virginia (Alexandria)

The study described attempted to determine the relationship of racial integration to reading achievement of black and white elementary students during 1973-1974, the first year of wide scale racial integration of Alexandria elementary schools. The research hypothesis was that the difference between reading achievement means of black and white students measured before integration would be equal to the difference between reading achievement means of these same students measured after integration in the absence of an effect, and unequal in the presence of an effect. An analysis of variance of the gain scores showed that the difference between black and white achievement had widened after integration, with blacks falling farther behind whites in comparison to the difference in reading before integration. An analysis of covariance at all three grade levels failed to show that race was not a significant factor in achievement differences after integration when initial black/white achievement differences in reading were controlled statistically. On the basis of these findings and of those of other studies reviewed, it is recommended that no further plans to alter the racial composition of Alexandria elementary schools be implemented unless and until it can be determined that such changes have a positive relationship to achievement. (Author/MC)

ED 159 203 TM 007 482

Kugle, C. L.

A Potential Source of Bias in Classroom Observation Systems: Coder Drift.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 78
Contract-NIE-C-74-0088
Note-30p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978); Pages 28 through 29 of the original document are copyrighted and therefore not available. They are not included in the pagination
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Behavior Rating Scales, Bias, Classroom Observation Techniques, *Codification, *Error Patterns, *Evaluators, Higher Education, *Reliability, Secondary School Teachers, *Teacher Behavior
Identifiers-Flanders System of Interaction Analysis, *Interrater Reliability

The possibility that coder drift'' may be a source of bias in classroom observation systems was investigated in two parallel experiments using the Flanders System of Interaction Analysis. Coder drift may be described as the differences in coding which result when observers create their own idiosyncratic systems of classifying teacher behaviors. In this experiment, observers all underwent the same training and then worked in pairs coding teacher behaviors in videotaped junior high school social studies lessons. When within-pair reliabilities were higher than between-pair reliabilities, coder drift was judged to have occurred. Results of analyses on the relationship between coding-related talk between coders within pairs and similarities in their coding, analyses on the differences in coding which resulted when coders worked alone, and discriminant analyses on differences among pairs of coders, are reported. The discussion focuses on the implications of these results for classroom research on teacher effects. (Author/CTM)

ED 159 245 UD 018 447

Taylor, L. J.

The Effects of Television on the Inuit Population of Nain, Labrador.

Institute for Research in Human Abilities, St. John's (Newfoundland).

Pub Date-Jun 76

Note-10p.; Paper presented at the Annual Meeting of the Canadian Psychological Association (Victoria, Canada, June 1976)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Change Agents, *Changing Attitudes, *Child Rearing, *Parent Attitudes, Parent Child Relationship, *Social Influences, *Television, Television Research

Identifiers-*Traditional Societies

The results of the first year of a five year study on the effects of television on the Inuit population indicate that traditional-modern and childrearing attitudes have remained constant over the year and that television had virtually no effect on these attitudes. The Inuit are concerned about the impact of television on the traditional life style of the community. In terms of childrearing practices, the Inuit families are characterized by permissiveness and encouragement of independence at young ages. Television presents substantially different childrearing practices. Researchers visiting Nain in 1975 before the advent of television, interviewed through interpreters sixty-six parents of children in kindergarten and grade one. The parents were administered a traditional-modern scale based on the work of Guthrie (1970) and a Parental Attitude Scale developed by Shoben (1949). All scales were administered again approximately one year later, after television was available. Questions were also asked on entertainment activities and viewing time. Overall, there were no major changes in childbearing attitudes, with parents scoring high on dominating'' and ignoring'' scales, and low on the possessive'' scale, both before and after the advent of television. (Author/MC)

ED 159 286 UD 018 585

Menges, Constantine Christopher

Knowledge and Action: The Use of Social Science Evaluations in Decisions on Equal Educational Opportunity, 1970-73.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Note-73p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Compensatory Education Programs, Data, *Decision Making, *Educational Policy, Elementary Secondary Education, *Equal Education, *Federal Programs, Government Role, *Information Utilization, Integration Effects, Needs Assessment, Policy Formation, *Program Evaluation, School Integration, Social Science Research

This report analyzes why the Federal government has made little use of evaluation studies and data available on equal education and school integration. An overview is provided of Federal policy and action on equal education from 1970 to 1972. The utilization of evaluations in the areas of educational and social effects of desegregation, criteria/incentives for maximum feasible desegregation, and compensatory education and achievement are discussed. Also traced are political, bureaucratic, and intellectual factors which affected the extent to which evaluations shaped Federal policy. It is held that with more communication between legislative staff and researchers, valid social program evaluations can be chosen and cumulatively synthesized, in order to apply them to decision making and policy. (Author/KR)

Bormuth, John R.

Feasibility of Criterion-Referenced Testing and Evaluation.

Pub Date-Jan 78
Note-42p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978); Not available in hard copy due to marginal legibility of original document
Available from-John R. Bormuth, University of Chicago, 5835 S. Kimbark Avenue, Chicago, Illinois 60637 ($5.00 plus postage)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Achievement Tests, *Criterion Referenced Tests, *Cutting Scores, Elementary Secondary Education, Mastery Tests, Reading Tests, Statistical Analysis, Task Performance, *Test Bias, *Test Construction, *Testing Problems, Test Reliability, Test Validity, *Theories
Identifiers-*Test Theory

The feasibility of criterion referenced testing is held to be dependent on the tenability of two postulates: (1) that bias can be controlled in a principled manner from one test to the next; and (2) that one mental process measured by such tests may lawfully interact with another. Without the first postulate, criterion scores could not be established rationally. Without the second postulate, the usefulness of reaching the criterion score could not be established. These concepts apply both to content mastery tests and to task proficiency tests. Two corresponding research hypotheses are the hypothesis of regression identity for lawfully made tests and regression regularity. Results of earlier research on cloze tests, reading comprehension completion tests, and three preference scales relating to reading materials administered in grades 3-12 were discussed. High correlations were obtained between the cloze tests and the reading comprehension tests and curvilinear regressions between cloze tests and preference scales that confirmed the original hypotheses. These results were taken to confirm that cutting scores may be rationally determined and that algorithmically generated criterion referenced tests may be developed to measure significant educational outcomes. (Author/CTM)

ED 159 266 UD 018 544

Wingfield, Roland

Life Styles of Puerto Rico's Youth.

Puerto Rico Univ., Rio Piedras. Social Science Research Center.
Pub Date-77
Note-91p.; Not available in hard copy due to reproduction quality of the original document
Language-English; Spanish
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Attitudes, Change Agents, Cultural Factors, Discipline, *Drug Abuse, *Educational Attitudes, Family Influence, *Males, *Puerto Ricans, *School Attitudes, Senior High Schools, *Social Attitudes, Social Change, Social Influences, Youth Problems
Identifiers-*Puerto Rico

A representative sampling of male Puerto Rican youths was studied in order to analyze post-counterculture attitudes toward family, society, school, drugs, use of leisure time and future aspirations. The counterculture of the 1960s is described, with the implication that changes brought about by this movement influenced current youth attitudes in Puerto Rico. Attitudes toward family are described in terms of satisfaction, the mother's role, discipline and family shared activity. Attitudes toward society are discussed in relation to the present socioeconomic crisis in Puerto Rico, rebellion against authority conflicts with adults, views of adulthood, religion and cultural identity. Personal problems, social atmosphere, self discipline, self responsibility, curriculum and material facilities are used to evaluate school attitudes while diversity of activities and student preferences are used to examine the use of leisure time. Future aspirations are discussed in terms of ``world views,'' sexual liberation, materialism and future education plans. In addition, drug experimentation and drug abuse among Puerto Rican youth are considered in the context of the countercultural movement. Tables indicating study findings, a sample questionnaire (in Spanish), and a list of references are also included. (EB)

ED 159 204 TM 007 486

Apanasewicz, Nellie Rosen, Seymour M.

Final Examinations in the Russian Ten-Year School.

Office of Education (DHEW), Washington, D.C.
Report No.-OE-14126
Pub Date-66
Note-24p.; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Academic Achievement, *Academic Standards, *Achievement Tests, Algebra, Chemistry, Educational Assessment, Educational Objectives, Elementary Secondary Education, Federal Regulation, *Foreign Countries, Geometry, *Grade 10, *Graduation Requirements, History, Physics, Second Language Learning, Social Studies, Student Testing, Testing Programs, Test Items
Identifiers-*Final Examinations, *USSR

In May and June of each year, Soviet students who have completed grades one through ten face a final examination in each of the major subjects which they have studied. The examinations are constructed by the ministries of education in the Soviet republics and are submitted to the individual school district authorities. The type, form, and purpose of the examination are relatively constant each year. The examinations are aimed at verifying the amount of knowledge acquired by the students upon completion of their secondary education, and reflect an effort to have students master a prescribed amount of knowledge from textbooks, other required readings, and practical work. Each pupil selects a card bearing the questions he or she will answer; the student must provide the answers orally, and when appropriate, on the blackboard. Answers are judged by a committee composed of the school director, teachers, and an official from the local district education department. This booklet provides an outline of the course content covered by the 1964 examinations in algebra, geometry, physics, chemistry, history of the USSR and social sciences, and foreign languages (English, German, and French). (Author/JAC)

ED 159 287 UD 018 587

Willie, Charles V., Ed. Edmonds, Ronald R., Ed.

Black Colleges in America: Challenge, Development, Survival.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md. Center for Minority Group Mental Health Problems.

Pub Date-78

Grant-MH-27322-02

Note-304p.

Available from-Teachers College Press, 1234 Amsterdam Avenue, New York, New York 10027 ($7.95)

Document Not Available from EDRS.

Descriptors-*Black Colleges, Black Education, *College Administration, *College Role, *Educational Finance, *Educational Objectives, *Higher Education, Historical Reviews, Race Relations, Racism, Social Environment, Student Teacher Relationship

This book is compiled from revised versions of papers presented at the Black College Conference, held at Harvard University in 1976. The papers present a comprehensive analysis of what black colleges have done for themselves and for the nation and define the purposes and goals of education from the perspective of a black minority that is preparing young people for survival in a society dominated by a white majority. The book is divided into three sections: (1) the history and purpose of black colleges; (2) their administration, financing, and governance; and (3) teaching and learning in black colleges. Among the specific topics that are addressed are: (1) the historical and socio-ethical roles and responsibilities of the black colleges and their graduates; (2) the priorities of presidents of black colleges; (3) black colleges of the North; (4) the board of trustees and the black college; (5) interactions between black college faculty and their students; (6) teaching and learning in the social sciences, English, and the humanities; and (7) the performance of black students in the sciences at Spelman College, Atlanta, Georgia. (Author/AM)

ED 159 226 TM 007 711

Reid, Jerry B. Roberts, Dennis M.

A Monte Carlo Comparison of Phi and Kappa as Measures of Criterion-Referenced Reliability.

Pub Date-27 Mar 78

Note-9p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Comparative Analysis, *Correlation, *Criterion Referenced Tests, Cutting Scores, *Nonparametric Statistics, Simulation, Standard Error of Measurement, *Test Reliability

Identifiers-*Kappa Coefficient, Monte Carlo Methods, *Phi Coefficient

Comparisons of corresponding values of phi and kappa coefficients were made for 270 instances of data generated by a Monte Carlo technique to simulate a test-retest situation. Data were generated for distributions with the same mean but three different levels of standard deviation, standard error of measurement and cutting score. Ten samples of 300 cases were used for each of the 27 crossed conditions. Comparisons of the corresponding phi and kappa values showed that none of the pairs of coefficients had differences larger than .04 and 98 percent had differences less than .01. Kappa is frequently recommended as the appropriate indicator for the reliability of criterion referenced tests, but since phi is a widely known correlation coefficient, its use may be preferable. (Author/CTM)

ED 159 246 UD 018 454

Nieves, Luis

The Minority College Student Experience: A Case for the Use of Self-Control Systems. OME Monograph Number One.

Educational Testing Service, Princeton, N.J. Office for Minority Education.
Pub Date-78
Note-26p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Academic Achievement, Affective Behavior, Cognitive Style, *College Students, *Counseling Effectiveness, *Educational Counseling, Higher Education, Literature Reviews, *Minority Groups, *Self Help Programs, Student Characteristics, Student Problems
Identifiers-*Biblioguidance, Self Control Systems

Through a review of the current literature, the problems of minority college students and a self-help alternative to traditional counseling of such students are examined in this document. The discussion includes an analysis of cognitive and noncognitive factors that influence academic performance, adjustment, and continuation into graduate education. The literature indicates that minority students have more problems in terms of the skills and characteristics needed for academic survival and achievement than other students. In a discussion of the relationship between minority student characteristics, their psychological and academic problems, and their academic behavior, it is suggested that self control methodology could be more effective in modifying academic behavior than traditional counseling techniques and that the "biblioguidance" of self management systems is as effective as counselor presented formats. It is stated that although research on self control and self help techniques is relatively new and its effectiveness with minority students is unproven, evidence indicates that its use could prevent counseling problems formerly encountered. (Author/AM)

Cordasco, Francesco, Comp.
Italian Americans: A Guide to Information Sources. Ethnic Studies Information Guide Series, Volume 2.
Pub Date-78
Note-241p.
Available from-Gale Research Company, Book Tower, Detroit, Michigan 48226 ($18.00)
Document Not Available from EDRS.
Descriptors-*Annotated Bibliographies, *Ethnic Groups, *Information Sources, *Italian Americans, *Resource Guides, *Resource Materials

The major aim of this guide has been to provide a bibliographical and informational resource in which all important materials regarding Italian Americans are noted. Over 2000 entries have been assembled under five major headings: (1) general reference works; (2) social sciences; (3) history and regional studies; (4) applied sciences; and (5) humanities. The entries are alphabetically arranged under appropriate subheadings (bibliographies, archives, guides and directories, biographical compendia and miscellanea) in each of the five major divisions. The information given for each entry includes author (when available), title, facts of publication as well as pagination. Annotations are largely descriptive and, in some entries, the annotation has permitted inclusion of other references which expand and augment coverage. For rare books, pamphlets and ephemera, a library or archives deposit citation has been given. Separate chapters have been provided for newspapers and periodicals and for fraternal, professional and religious organizations. Notices of audiovisual materials are appended. Author, title and subject indexes have also been furnished. (Author/EB)

ED 159 288 UD 018 592

Metz, Mary Haywood

Classrooms and Corridors: The Crisis of Authority in Desegregated Secondary Schools.

National Inst. of Education (DHEW), Washington, D.C.

Pub Date-78
Note-285p.
Available from-University of California Press, 2223 Fulton Street, Berkeley, California 94720 ($12.95)
Document Not Available from EDRS.
Descriptors-Administrative Organization, Case Studies (Education), *Discipline, *Educational Objectives, *Educational Sociology, *Educational Strategies, *Junior High Schools, Power Structure, Social Science Research, *Social Structure, Student School Relationship, Student Teacher Relationship

Sociological perspectives are employed in this study of two desegregated junior high schools with racially and socioeconomically similar student bodies. The different ways staff members, students and administrators in the two schools address the tasks of pursuing education while maintaining safety and order are analyzed. Situations and incidents indicative of authority and control are described in terms of social structures and processes which shape behavior, actions of formal and informal leaders, and tension, conflict and crisis. Contradictions between the bureaucratic structures and the teachers' need for autonomy in dealing with technological problems are used to illustrate organizational impact on social structures. The sources of data are described and a comprehensive bibliography is also included. (Author/EB)

ED 159 205 TM 007 500

Fink, Arlene Kosecoff, Jacqueline

An Evaluation Primer.

Pub Date-78

Note-108p.; For related workbook, see TM 007 501

Available from-Capitol Publications, Inc., 2430 Pennsylvania Avenue, Suite 6-12, Washington, D.C. 20037 ($16.95)

Document Not Available from EDRS.

Descriptors-Data Analysis, Data Collection, *Educational Assessment, Educational Programs, Evaluation Criteria, *Evaluation Methods, *Guidelines, Information Dissemination, Management, Program Effectiveness, *Program Evaluation, *Research Design, *Textbooks

Intended for those who are concerned with evaluation but do not have an extensive background, this textbook helps students, scientists, evaluators, and administrators conduct and interpret evaluations. It deals with evaluations in all social action programs health, education, and welfare. The focus is on basic procedures, rather than on theory, politics, or ethics. Sequential chapters outline the various stages of evaluation and give actual examples, frequently in tabular or checklist format. These stages are identified as follows: (1) formulating credible questions; (2) constructing evaluation designs; (3) planning information collection, using tests, scales, observation, and questionnaires; (4) collecting evaluation information; (5) planning and conducting information analysis activities; specifically, choosing among frequently used statistical methods; (6) reporting evaluation information; and (7) scheduling, budgeting, and proposal writing. A 57-item bibliography is appended. (CP)

ED 159 227 TM 007 768

Eckard, Pamela J.

PLAN*: Alternative School or Fad of the Seventies.

Pub Date- 76
Note-30p
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Academic Achievement, Achievement Gains, Alternative Schools, *Computer Assisted Instruction, *Educational Alternatives, *Educational Assessment, Elementary Education, Individualized Instruction, *Individualized Programs, Low Achievers, Low Income Groups, Parent Participation, *Program Evaluation, Self Concept
Identifiers-*Program for Learning in Accordance with Needs

The Program for Learning in Accordance with Needs (PLAN) was incorporated into the Washington-Carver Community School in Muncie, Indiana in 1973 as a computer management system for individualized learning. The school is located in a low socioeconomic neighborhood with a population of 600 students identified as low achievers. Language arts, mathematics, science, and social studies were the major content areas in this curriculum designed for kindergarten through sixth grade. Data from interviews, questionnaires, and standardized test scores were gathered during the 1973-74 and 1974-75 school years to determine whether the following major program objectives were met: (1) stimulate students to an average of one grade level's growth per year; (2) to encourage students to come to conclusions in the affective domain; (3) to develop a media center which facilitates variations in learning styles; and (4) to involve parents in decision-making activities. In addition to academic assessment, two instruments were constructed to measure student self-concept. Results indicate that students surpassed the test author's expectations in both the 1974 and 1975 school years; that students achieved one grade level's growth per year; and that PLAN is a viable alternative school. Increased inservice training for PLAN teachers was recommended, as well as the use of criterion referenced achievement tests. (JAC)

ED 159 247 UD 018 464

Roberson, Don R. And Others

Project: Ways to Improve Education in Desegregated Schools (WIEDS).

Southwest Educational Development Lab. Austin, Tex.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-31 May 78
Grant-OB-NIE-G-78-0108
Note-163p.; For a related document, see UD 018 463; Not available in hard copy due to author's restriction
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Educational Improvement, Educational Practice, Elementary Secondary Education, Field Studies, *Integration Studies, Interviews, *Literature Reviews, *Pilot Projects, Research Projects, *School Integration, *Success Factors
Identifiers-*Texas (Austin), Ways To Improve Education In Desegregated Schools

This document consists of a literature review and the description of a field study undertaken as part of a pilot research project focusing on improving education in desegregated public schools. The review documents the organization and successful programmatic strategies of school integration. Findings are presented in terms of administrative and governance considerations, staff development considerations, and teaching/learning considerations. An extensive bibliography is included. A field study which investigated successful integration strategies used by selected school districts in Texas is detailed. Historic, demographic, and legal factors are outlined. Interviews conducted during the field study indicate that successful desegregation strategies fall into four major areas: (1) support; (2) human relations training; (3) academic skill development; and (4) social skill development. The field study also examined the extent to which students and staff of different ethnic groups learned to accept and value ethnic diversity within the Austin schools. (Author/AM)

ED 159 268 UD 018 550

Urbanicity and Urban Education: A New Look. ERIC/CUE Disadvantaged Series, Number 52, Fall 1977.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.; Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-77

Contract-400-75-0008

Note-101p.; Proceedings of a conference devoted to redefining the problems of urban education in the context of urban life (Teachers College, Columbia University, New York, New York, July 18-19, 1977)

EDRS Price MF-$0.83 HC-$8.01 Plus Postage.

Descriptors-City Problems, Community Characteristics, Educational Resources, *Educational Strategies, Elementary Secondary Education, Ethnic Status, Immigrants, Minority Groups, Population Distribution, Racial Discrimination, Rural to Urban Migration, *School Community Relationship, *Social Factors, Socioeconomic Influences, *Urban Culture, *Urban Education, Urban Environment, *Urban Schools, Urban to Suburban Migration

Identifiers-California, Massachusetts (Boston)

This volume contains speeches made by educators, civil servants and administrators who attended a conference devoted to redefining the problems of education in the context of urban life. Edmund W. Gordon's presentation provides a basic framework of urbanicity, its environmental and social characteristics, and three broad categories which have special relevance for urban education: human diversity, human mobility, and human and institutional rigidity. Robert A. Dentler offers historical and cultural delineations of what constitutes urban and then discusses some of the forces which are modernizing Boston's educational system. Seymour B. Sarason outlines the role of resource exchange networks in education. Paul N. Yivisaker analyzes settlement patterns and their influence on educational trends. Bernard R. Gifford discusses urban education management and related problems. William Riles summarizes educational reform in California and cites examples of California's reform plan for intermediate and secondary education (RISE) being implemented in other states. Davis Seeley's presentation deals with problems in bureaucratic school structures and offers some remedies for improving their effectiveness and efficiency. Summaries of the discussions following the presentations are also included in this document. (Author/EB)

ED 159 289 UD 018 594

Berman, Paul McLaughlin, Milbrey Wallin

Federal Programs Supporting Educational Change, Vol. VIII: Implementing and Sustaining Innovations.

Rand Corp., Santa Monica, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.-R-1589/8-HEW
Pub Date-May 78
Contract-HEW-OS-73-216
Note-58p.; For related documents, see ED 099 957, ED 108 324-331, ED 125 047, and ED 140 431-432
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Change Agents, *Change Strategies, Community Involvement, Educational Change, *Educational Innovation, Educational Strategies, Elementary Secondary Education, *Federal Aid, Federal Programs, Federal State Relationship, *Government Role, Parent Participation, Program Effectiveness, Teacher Participation

This report reviews and synthesizes the findings of a four year, two-phase study conducted by the Rand Corporation to examine and evaluate a national sample of educational innovations funded by Federal programs. Section I of this document provides background information and descriptions of the study. Section II discusses Rand's research approach and design. Section III presents a synthesis of the findings, regarding the effects of Federal change agent policies. Section IV describes the local process of change precipitated by the availability of Federal seed money,'' focusing on the distinction between local patterns of innovative activity that were ineffective, and those that characterized effective and lasting change efforts. Section V examines characteristics of school projects, of school district settings, and of Federal influences as these affected innovation. Section VI goes beyond the quantitative and qualitative analysis to consider basic questions about Federal change agent policy and the government's role in educational reform. (Author/EB)

ED 159 206 TM 007 501

Fink, Arlene Kosecoff, Jacqueline
An Evaluation Primer Workbook: Practical Exercises for Educators.
Pub Date-78
Note-60p.; For related primer, see TM 007 500
Available from-Capitol Publications, Inc., 2430 Pennsylvania Avenue, Suite 6-12, Washington, D.C. 20037 ($9.95)
Document Not Available from EDRS.
Descriptors-*Data Analysis, *Data Collection, Educational Assessment, Educational Programs, Evaluation Criteria, *Evaluation Methods, Information Dissemination, Management, Program Effectiveness, *Program Evaluation, *Research Design, *Workbooks

This workbook, which accompanies An Evaluation Primer (TM 007 500) consists of 19 practical exercises for applying evaluation skills to hypothetical educational programs. Each chapter corresponds to a chapter in the primer, with answers keyed accordingly. Intended to provide an introduction to evaluation, the exercises include: identifying the context of an evaluation; selecting evaluators; designing the evaluation program; writing questions; identifying evaluation strategies; finding dependent and independent variables; illustrating design strategies; determining threats to validity; selecting measurement instruments; collecting data; defining type of validity; interpreting and analyzing information; reaching conclusions; reporting results; planning the evaluation; and budgeting. This workbook and the primer deal with social action programs concerning health, education, and welfare. (CP)

ED 159 228 TM 007 835

Minimal Competency Testing in the 3R's: A Descriptive Study of Minimal Competency Testing in Cuyahoga County Research, Practices and Implications. Phi Delta Kappa Report.

Phi Delta Kappa, Cleveland, Ohio.
Pub Date-May 78
Note-69p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Academic Standards, Basic Skills, Elementary Secondary Education, Item Analysis, Legal Responsibility, Mastery Tests, Performance Based Education, *Policy Formation, Program Development, *School Districts, State of the Art Reviews, *Surveys, *Testing Problems, *Testing Programs
Identifiers-*Minimal Competency Testing, Ohio (Cuyahoga County)

Due to Ohio state mandate, recommendations were made regarding minimal competency testing (MCT) in the state, based upon a literature review of legal and measurement issues, as well as data from a survey of school district practices in Cuyahoga County. Factors subject to legal debate include test validity, length of phase-in period, unequal financial allocation, school district liability, and racial discrimination. The measurement technology surrounding standard-setting and design of domain referenced items is only in its infancy. Traditional concepts such as cutting scores, passing scores, and criterion scores are inadequate or at best arbitrary for identifying skill mastery. Implementation problems include: defining MCT, financing, erosion of local control of schools, handling non-promoted students, and making interschool comparisons not warranted by the data. Questionnaire data from 26 school districts in Cuyahoga County showed no consensus about the definition of MCT, its placement in the K-12 sequence, and its value in promotion. It was recommended that any school district implementing MCT publicly distribute a position paper defining the theoretical foundation of the program, the population to be tested, the test development, and the performance standards on which the program is based. Acceptable reliability and validity levels, as well as implications for the students, the curriculum and the community should also be discussed. Tests should be developed by educators in a school district or a group of contiguous districts, and a followup evaluation should be considered. The questionnaire, the responses to the survey, and a 33-item annotated bibiliography are appended. (CP)

ED 159 248 UD 018 488

Stickney, Benjamin D.

Compensatory Education: An Analysis of National Versus State and Local Evaluations.

Pub Date-Oct 77

Note-15p.; Best copy available

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Academic Achievement, Academic Enrichment, Achievement Gains, *Compensatory Education Programs, Differences, Elementary Secondary Education, *National Surveys, *Political Influences, *Program Effectiveness, *Program Evaluation, *State Surveys

Identifiers-*Elementary Secondary Education Act Title I

Discrepancies between the pessimistic national evaluations and the more encouraging state and local evaluations of compensatory education programs are explored in this paper. A conventional explanation for the discrepancies, namely, that the averaging of test scores from a large national sample cancels out'' the results of successful programs, is challenged. It is held, rather, that the quality of the evaluations themselves, as well as vested political interests may be responsible for the findings. Well publicized exemplary'' programs are revealed to have enjoyed only short term success. It is also suggested that a decline of initial achievement gains may occur while children are enrolled in enrichment programs. (Author/GC)

Mason, Karen Oppenheim And Others

Sex-Role Attitude Items and Scales from U.S. Sample Surveys.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Report No.-DHEW-ADM-75-248
Pub Date-Feb 75
Grant-1-R01-MH25271-01
Note-72p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Attitude Tests, Discriminatory Attitudes (Social), Family Role, *Females, Institutional Role, Males, Questionnaires, Role Perception, Sex Differences, *Sex Discrimination, *Sex Role, Sex Stereotypes, *Social Attitudes, *Test Items, Womens Education, Working Women

This introductory guide to sex role attitude measures used in the United States was designed to aid researchers in finding items for surveying sex role attitudes. Measures devised or published after July, 1974, or those used only in foreign surveys are not included. The compendium focuses on measures of peoples' attitudes rather than their behavior, and covers sex roles in specific institutional areas (including the family, the labor force, the educational system, the political system, and the military). Items are categorized by the way in which women vs. men should behave or be treated within the institution, perception of actual treatment of men and women within the institutional context, and respondent's action orientation towards, or recommendations for change in, the institution. These categories are also used to organize items having a general sex role reference rather than an institutional one. These items encompass attitudes towards general norms about the behavior of men and women (with a focus on primary group situations), sex trait stereotypes, discrimination, and the women's liberation movement. References to at least one study or article in which the measure is used are given for each item. (Author/JAC)

ED 159 249 UD 018 492

Burnes, Donald W. Moss, Richard L.

From Congressional Intent to Local Program Delivery: Present Reality in the Administration of Title I, ESEA.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.
Pub Date-78
Note-9p.
Journal Cit-IRCD Bulletin; v13 n1 Win 1978
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Administrative Organization, *Administrative Problems, *Compensatory Education Programs, Educational Administration, Educational Policy, *Federal Programs, Formative Evaluation, *Government Role, Law Enforcement, *Program Administration, Program Evaluation, State Departments of Education
Identifiers-*Elementary Secondary Education Act Title I, *National Institute of Education

Federal and State public policy aimed at educational improvement consists of many individually designed and implemented programs, including Title I. The Department of Health, Education, and Welfare (HEW) develops and disseminates Title I policies and guidelines and provides direction to States and local districts through monitoring and enforcement activities. In its study of Title I administration, the National Institute of Education (NIE) examined Federal performance of these two roles. NIE concluded that the present approach is basically sound, but identified several deficiencies. The legal framework is not sufficiently clear to meet the needs of Title I directors, nor do States have a total picture of Federal policy. These problems are exacerbated by inconsistencies in the way that the Office of Education (USOE) and HEW Audit Agency monitor and enforce the legal framework. In addition, States vary considerably in the way they undertake their Title I responsibility. NIE has nonetheless identified common themes that promote the administration of the program: (1) the distinction between the funds allocation requirements and the legal provisions concerning program development; (2) the emergence of a core group of Title I administrators who are dedicated to serving disadvantaged children; and (3) the importance of federal administrative activity for the entire Title I program. However, USOE and the States must find ways of assisting local districts if Title I is to meet the needs of educationally disadvantaged children from low income areas. (Author/MC)

ED 159 269 UD 018 551

Thurman, Alfonzo, Ed.

Selected Conference Proceedings, Wingspread Conference on American Ethnic Studies in Wisconsin, May 1-3, 1978.

Spons Agency-Johnson Foundation, Inc., Racine, Wis.; Wisconsin Univ., Oshkosh.

Pub Date-3 May 78

Note-139p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors-Black Studies, *Conference Reports, *Curriculum Design, *Curriculum Development, Ethnicity, *Ethnic Studies, *Higher Education

Identifiers-*Multicultural Education, *Wisconsin

In this conference report the functions, problems and directions of ethnic studies in the University of Wisconsin system are addressed. Brief papers and discussions by conference participants focus on the history of the task force charged with developing American ethnic studies programs, a perceptual approach to ethnic studies, defining Afro American studies, curriculum models, a module approach to ethnic studies in higher education, and teaching strategies and program development concepts. The report also includes an address on ethnic and cultural pluralism in the United States, general recommendations, and a roster of conference participants. (GC)

ED 159 290 UD 018 598

Social Indicators of Equality for Minorities and Women.
Commission on Civil Rights, Washington, D.C.
Pub Date-Aug 78
Note-166p.; Parts may be marginally legible due to small type and colored background
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-Alaska Natives, American Indians, Asian Americans, Blacks, Caucasians, Census Figures, *Comparative Statistics, Educational Opportunities, Employment, Equal Opportunities (Jobs), *Females, Housing, Income, Low Income Groups, Males, Mexican Americans, *Minority Groups, Puerto Ricans, Quality of Life, Salary Differentials, *Social Indicators, *Socioeconomic Status, Statistical Analysis

This report presents newly designed statistical measures (social indicators of equality'') which compare the level of well-being of the minority and female populations to that of the majority (white) male population and assess the nation's progress toward achieving equality. Census and Survey of Income and Education statistics from 1960, 1970, and 1976 are the raw data sources used. The indicators cover different aspects of education, employment, income, poverty, and housing for men and women in the following groups: American Indians/Alaskan Natives; blacks; Mexican Americans; Japanese Americans; Chinese Americans; Pilipino Americans; Puerto Ricans; and, for comparative purposes, whites not of Hispanic origin. Despite some improvement in many areas, the indicators demonstrate, majority males have continued to enjoy broader opportunities and to reap disproportionate benefits while women and minority males have in many instances fallen even further behind. (Author/KR)

ED 159 208 TM 007 508

Scheiner, Louis
Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date-Feb 78
Note-403p.; Not available in hard copy due to marginal legibility
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Academically Handicapped, Aurally Handicapped, Community Information Services, Data Processing, *Educational Diagnosis, *Exceptional Child Services, Handicap Detection, *Handicapped Children, Home Programs, *Individualized Programs, Information Dissemination, Mentally Handicapped, Preschool Education, *Preschool Evaluation, *Program Evaluation, Speech Handicaps
Identifiers-Philadephia School District PA

The School District of Philadelphia, through its Prescriptive Educational Approach to Children with Handicaps (PEACH) Project, funded under E.S.E.A. Title VI-B, provided diagnostic, referral, and prescriptive educational services for preschool children (between 3 and 4.7 years). Priority was given to those children most severely handicapped and closest to school age. A public awareness campaign was conducted to locate and identify handicapped children and to inform parents of the services available. Children were evaluated by a multidisciplinary team of specialists; an Individual Education Program was then written. The staff assumed responsibility for finding an appropriate placement for each child diagnosed as handicapped, in a preschool agency-sponsored program; home instruction; a Family Service program; or the Preschool Speech and Hearing program. Six of the seven major objectives of the PEACH program were fully implemented. Problems included the cumbersome manual system of storing data on the children, and the low staff productivity in handling cases. Extensive information is provided regarding goal accomplishment, and a large number of memoranda, press releases, forms, and activity reports are appended. (Author/CTM)

ED 159 229 TM 007 937

Storlie, Theodore R. And Others

The Development of a Culturally Fair Model for the Early Identification and Selection of Gifted Children.

Educational Testing Service, Evanston, Ill.
Report No.-ETS-PR-78-8
Pub Date-Aug 78
Note-93p.
Language-English; Spanish
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Admission Criteria, *Advanced Programs, Check Lists, Community Involvement, *Culture Free Tests, Demonstration Programs, Disadvantaged Youth, Evaluation Criteria, Evaluation Methods, *Gifted, *Identification, Parent Participation, *Pilot Projects, Primary Education, *Program Descriptions, Questionnaires, Selection, Student Evaluation, Teacher Participation
Identifiers-Flint Community Schools MI

A two-stage model for early identification and selection of gifted children in kindergarden through grade 3 was successfully developed for the Walker Full-time Gifted Program in the Flint, Michigan Community Schools. Using the Nominative Group Process of interactive decision-making, project participants, school administrators, school psychologists, teachers, parents, and other community members formulated a ranked list of six criteria for operationally defining giftedness. These were, in order of importance: (1) creativity; (2) intellectual potential; (3) learning ability; (4) motivation; (5) leadership and social/self awareness; and (6) academic achievement. In Stage 1, identification, children were to be placed in the identification pool if nominated by one or more of three assessments: parent nominations based on an eleven-item questionnaire, teacher nominations based on behavioral indicators of each criterion, and achievement data. In Stage 2, selection, community representatives generated a ranked list of eligible candidates on the basis of individual pupil information derived in Stage 1. To prevent biased judgments, cultural background, sex, and social class data were deleted from pupil information provided to the committee. School administrators were to make final admission decisions based on Program goals. Results of the pilot study with five Flint Community Schools were encouraging. Of 316 children identified as potentially eligible, 56 were actually selected by the committee. Results also supported the utility of parent involvement since 12 of the 56 children selected were nominated by parents. By maintaining a distinction between identification and selection, this model successfully addressed the problem of underrepresentation of disadvantaged children due to traditional identification procedures. The parent questionnaires (English and Spanish versions), the teacher's check list, and various instructions are appended. (CP)

ED 159 270 UD 018 558

Mott, Frank L. And Others

Women, Work, and Family: Dimensions of Change in American Society.

Ohio State Univ., Columbus. Center for Human Resource Research.

Spons Agency-Employment and Training Administration (DOL), Washington, D.C.

Pub Date-78

Note-162p.

Available from-Lexington Books, D.C. Heath and Company, 125 Spring Street, Lexington, Massachusetts 02173 ($15.00)

Document Not Available from EDRS.

Descriptors-Blacks, Caucasians, Change Agents, College Attendance, *Employment Patterns, *Employment Trends, *Family Structure, Females, Higher Education, *Labor Market, *Longitudinal Studies, Racial Differences, Social Change, Socioeconomic Status, *Working Women

The research presented in this volume considers a number of factors associated with women's participation in the labor market. These include the educational and training experiences of women now reaching adulthood, the rationales associated with work attachment during the early years of marriage, and the implications of marital breakdown and of family mobility patterns for work and career. The study sample consisted of over 4,000 young American black and white women who were 14 to 24 years of age in 1968. They were studied longitudinally until 1973, through a series of interviews. Addressed in this work are the following topics: (1) socioeconomic changes faced by the sample; (2) college attendance, in particular that of black women; (3) the labor force dynamics associated with withdrawl from and reentry into the labor force when a woman bears the first child; (4) the characteristics of young women that are associated with the choice of an ``atypical'' occupation, or one considered to be a ``male'' job; (5) work attachment, investments in human capital, and the earnings of women; (6) the causes and consequences of migration for the economic welfare of young women and their families; and (7) the determinants of marital disruptions and the consequences for women and their children. The discussion is supplemented through the presentation of statistical tables and figures. (Author/AM)

ED 159 291 UD 018 599

Takei, Barbara

Education Concerns of Asian and Pacific Americans. 1978 Conference Report.

Office of Education (DHEW), Washington, D.C.

Report No.-DHEW-OE-78-00006

Pub Date-78

Note-31p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Affirmative Action, *Asian Americans, Bilingual Education, Conference Reports, Decision Making, *Educational Needs, *Educational Objectives, Elementary Secondary Education, Equal Education, Federal Aid, *Government Role, Minority Groups

Identifiers-*Multicultural Education

Five national issues considered to be the most important to Asian and Pacific Americans' (APA) education priorities are discussed in this report. These include the need to: (1) increase Federal assistance and improve access for APAs; (2) gather more data and research on APA education needs; (3) promote more Asian and Pacific American participation in decision making; (4) increase availability and implementation of multicultural education; and (5) improve services of bilingual/bicultural and multicultural education to APAs. A variety of solutions are recommended. Specific tasks to be assumed by participating organizations and projected dates for completion are detailed. Also included in this report is a list of conference coordinators and participants. (Author/EB)

The Fanon Community-School Education Model (Formerly Urban Education Project). Final Report to National Institute of Education, DHEW, July 1974-June 1977.

Fanon Research and Development Center, Los Angeles, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date- 78
Grant-NIE-G-74-0088
Note-42p.; For a related document, see ED 145 505; Not available in hard copy due to reproduction quality of the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Community Involvement, Cultural Factors, *Educational Problems, Elementary Secondary Education, Inner City, *Models, Parent Participation, *Problem Solving, Program Descriptions, School Community Relationship, Social Factors, Urban Education, *Urban Schools
Identifiers-*Fanon Community School Education Model

The Fanon Center Model was created to test and implement specific community based organizational strategies which would enable students and localities to identify and solve their educational problems. This report begins by summarizing the model from its inception. Following sections describe the processes and actions that took place in making the model operational. Problems which relate to attempting to include parents, community members and school personnel, while focusing on the totality of childrens' educational experience, are explained. The final sections lend perspectives on the critical dimensions and implications of the sociocultural realities of the inner city in relation to this educational model. The hope is expressed that this report will provide insights and suggest alternatives for others interested in developing community based problem solving strategies in urban schools. (Author/AM)

ED 159 209 TM 007 509

Final Report: Appalachian Consortium. Evaluation of a Dissemination and Diffusion Design.

Elsbery Systems Analysis, Ltd., Flushing, N.Y.
Pub Date- 76
Note-355p.
EDRS Price MF-$0.83 HC-$19.41 Plus Postage.
Descriptors-*Diffusion, Evaluation Methods, *Information Dissemination, Institutional Role, *Interstate Programs, Interviews, Preschool Education, *Program Administration, *Program Evaluation, *Regional Cooperation, Regional Programs, State Departments of Education, State Federal Aid
Identifiers-Appalachia Educational Laboratory WV, *Appalachian Consortium

The Appalachian Consortium was evaluated as an organization for the dissemination of educational information regarding programs for the early identification of preschool handicapped children. Chapter I provides a historical overview and discusses the Consortium's independence from the Appalachian Educational Laboratory. The chapter also indicates the involvement of Elsbery System Analysis, Ltd. as a formative evaluator and describes the reasons for changing evaluation designs. Chapter II (Diffusion Strategy as Implemented) presents data and information showing the degree of Consortium and State-by-State commitment to the plan. An analysis of both types of commitment is presented along with additional information and analysis related to Consortium independence. Chapter III (The Dissemination and Diffusion Plan) presents the results of a literature review in the field of diffusion and dissemination as it applies to education. This information is presented in the context of comparing what is believed to be known about establishing working diffusion and dissemination models, to the models presented in this report. Finally, recommendations are made regarding program administration and sources of funding. Extensive appendices include: (1) a description of the evaluation design; (2) a letter to the Executive Director of the Consortium; (3) tables; (4) interview questionnaires; and (5) a 34-item bibliography. (Author/CTM)

ED 159 271 UD 018 560

McClain, Shirla R. Spencer, Norma L.

Obstacles to Multiculturalism: The Community, Higher Education Institutions and the Schools.

Pub Date-Jun 78
Note-21p.; Paper presented to the Congress on Education (1st, Toronto, June 1978); Not available in hard copy due to author's restriction
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Cross Cultural Training, *Cultural Awareness, *Cultural Differences, *Educational Change, Elementary Secondary Education, *Ethnicity, *Ethnocentrism, Higher Education, Racism, Social Change
Identifiers-*Multicultural Education

Lack of commitment, lack of knowledge, and lack of leadership allow contradictions between what is professed (appreciation of cultural diversity) and what is practiced (Anglo-oriented monoculturalism) in American education today. The traditional melting pot philosophy has failed to respect ethnic differences, and has consequently resulted in a polarized society and school systems and universities. Multicultural education (MCE) is the first step toward reversing this situation. Without MCE, those in politics, business, civic organizations, churches, the media and the general populace will continue to operate in an ethnocentric way. In order to remove these obstacles, each sector of society must make MCE a high priority, vote for leaders commited to multiculturalism, implement inservice programs, and conduct research that focuses on the positive effects of multicultural environments and teaching/learning styles. Multiculturalism can maximize the potential of a community and the nation. (Author/KR)

ED 159 292 UD 018 613

School Enrollment Social and Economic Characteristics of Students: October 1977 (Advance Report). Current Population Reports. Population Characteristics. Series P-20, No. 321.

Bureau of the Census (DOC), Suitland, Md.

Pub Date-Mar 78

Note-12p.; Not available in hard copy due to print size of the original document

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.70)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Age, *Comparative Statistics, Economic Status, Elementary Secondary Education, *Enrollment, Enrollment Trends, Higher Education, Preschool Education, Sex Differences, Social Characteristics, *Statistical Data, *Student Characteristics, *Tables (Data)

This report presents a summary of recent trends in school and college enrollment based on the October 1977 Current Population Survey (CPS) and earlier surveys. Enrollment statistics representing growth and decline at various educational levels are evaluated in written summaries. Comparative and distributive enrollment statistics of the population 3 to 34 years old are presented by: level and control of school and race; age and sex; sex and race; undergraduate four year and two year colleges; Spanish origin; and selected educational characteristics. An appendix describes the source and reliability of the estimates and includes a table of standard errors and a table of parameters for standard error computation. (EB)

ED 159 230 UD 018 040

Handbook for the Human Relations Approach to Teaching.

Buffalo Public Schools, N.Y. Human Relations Project of Western N.Y.
Spons Agency-Buffalo Public Schools, N. Y. Div. of Curriculum Evaluation and Development.
Pub Date-70
Note-97p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Class Activities, Curriculum Guides, Elementary Secondary Education, *Humanistic Education, *Human Relations, Human Relations Units, Intergroup Education, *Interpersonal Relationship, *Sensitivity Training, *Teaching Guides

This is an activities guide for teachers who are looking for techniques and strategies that will help them to ``humanize'' the curriculum. Section I gives activities to develop positive self concept. The activities proposed in Section II are intended to make students aware of their own feelings toward others. Section III suggests techniques for making students aware of discrimination. In Section IV the problems and importance of nonverbal as well as verbal communication are addressed. Activities designed to help the process of values clarification are proposed in Section V. Section VI consists of group tasks or problems which are to be solved by groups. Possibilities for the use of music, art, poetry, and drama are listed in Section VII. (MC)

Curt, Carmen Judith Nine
Non Verbal Communication in Puerto Rico.
National Assessment and Dissemination Center for Bilingual Education, Fall River, Mass.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-76
Note-79p.; For a related document see UD 018 499
Language-English; Spanish
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*American Culture, Bilingual Education, *Cultural Differences, Latin American Culture, *Nonverbal Communication, *Puerto Rican Culture, *Puerto Ricans, *Social Characteristics
Identifiers-Multicultural Education

Differences between American (Anglo) and Latin American cultures, particularly the culture of Puerto Rico, in the area of non-verbal communication (NVC) are examined in this work. Specific contrasts in language and kinesic patterns between the two cultures are illustrated in descriptions of communicative gestures employed by Puerto Ricans in the following: smiling; staring and eye contact; silence vs. noise; clothes; money matters; laughter and play; frankness vs. reticence; and in greetings, farewells and interruptions. A case study of linguistic and non-verbal characteristics of Puerto Rican school children in Brooklyn is presented to further illustrate NVC contrasts between the two cultures. Implicit in this examination is NVC's potential role in improving intercultural communication. It is suggested that studies of NVC should be included in American bilingual and English as a Second Language programs. A list of references is also provided in this document. (Author/EB)

ED 159 272 UD 018 561

McClain, Shirla Spencer, Norma L.

Racism and Sexism in America: The Black Woman's Dilemma.

Pub Date- 78
Note-20p.; Not available in hard copy due to author's restriction
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Black Education, Black Employment, Black Mothers, *Blacks, Black Stereotypes, Family (Sociological Unit), *Females, *Racism, Self Concept, *Sex Discrimination, Socially Disadvantaged, Social Mobility, Social Status, *Socioeconomic Status

The black American female's social and economic status, family life and contributions to society have all suffered under the effects of racism and sexism. Racism in particular has had the greatest disabling effects on the status and progress of black women. The black woman has had to cope with problems dating back to slavery, the continuing emasculation of black males, and unique problems in childrearing. Myths about the black family and economic racism adversely affect the quality of life which she is able to provide for herself and for her family. From slavery until contemporary times the black female could make only limited contributions to society at large because of educational limitations and inadequate recognition from a dominant society. Even improving educational status has not insured social mobility. The unique set of circumstances surrounding the black woman's problems in American society demand that educators acquire certain knowledge, skills and attitudes for the education of her children. (EB)

ED 159 293 UD 018 614

Giles, Micheal W.

White Flight and Black Concentration in American Schools.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date- 78

Contract-400-76-0102

Note-62p.; Pages 11-14 and Table 3 may be marginally legible due to the reproduction quality of the original document

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Black Population Trends, Elementary Secondary Education, Enrollment Influences, Enrollment Rate, *Enrollment Trends, *Integration Effects, *Public Schools, Racial Balance, *Racial Composition, Racial Factors, School Integration, Southern Schools, *Southern States, *Urban to Suburban Migration

Recent studies have provided conflicting evidence on the relationship between school desegregation and white enrollment stability. Among the most frequently cited correlates of white withdrawal is the level of black concentration. The present study re-examines the relationship between the percent of black enrollment and white enrollment change at both the district and the school levels. The analysis focuses on 77 districts and approximately 2,300 schools located in southern Standard Metropolitan Statistical Areas. Higher black enrollments are found to be associated with white withdrawal at both the district and the school levels. In both cases this relationship appears to be curvilinear with a threshold roughly at 30 percent black. Above that point, white enrollments decline exponentially with increases in the percent of black enrollment. The most important implication of this study is that, on the average, districts with enrollments less than approximately 30 percent black can be desegregated without drastic declines in white enrollment. (Author/GC)

ED 159 210 TM 007 516

Lewy, Arieh Doron, Rina

Group Tailored Tests and Some Problems of their Utilization.

Pub Date-Jun 77
Note-16p.; Paper presented at the International Symposium on Educational Testing (3rd, Leyden, The Netherlands, June, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Achievement Tests, Criterion Referenced Tests, *Group Norms, *Group Tests, Item Analysis, *Item Banks, Item Sampling, *Norm Referenced Tests, Norms, Statistical Analysis, *Test Construction, Testing, Testing Problems, Test Items
Identifiers-*Tailored Testing

The concept of tailored testing for individuals is applied to the construction of tests for special groups and extended to apply to item content as well as item difficulty. It is suggested that evaluators may decide to construct tests on the basis of a unique combination of items drawn from an item bank to fit the need of a particular group. At the same time they may be interested in relating achievements obtained on such tests to some population norms. In order to do this it is necessary to estimate the population mean and standard deviation of each test composed of a unique set of items which, in the past, had not been administered as a single test. This requires finding a way to estimate population standard deviations. The present paper explores the possibility of using two techniques for estimating this parameter; one is Horst's formula for estimating standard deviation and the second one is based on the estimated interitem correlation matrix. In order to examine the adequacy of these estimation formulae, 30 sets of items were selected from the item bank, and for each of these sets the estimated values were compared with the observed ones. (Author/CTM)

ED 159 231 UD 018 060

Green, Robert L.

Quality Education and School Desegregation.

Pub Date-25 Nov 74

Note-13p.; Paper presented to NAACP Desegregation Conference (Topeka, Kansas, November 25-26, 1974); Not available in hard copy due to reproduction quality of the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Bus Transportation, Educational Problems, *Educational Quality, Elementary Secondary Education, *Equal Education, Government Role, Integration Litigation, Integration Methods, *Metropolitan Areas, Neighborhood Integration, *Residential Patterns, *School Integration

To answer the question of who shall receive equal, quality education in America, the purpose of education as it is tied to the democratic philosophy of the United States should be examined. Most Americans give lip service to the principles of democracy in education, but resist their implementation. Yet, multiracial schools are essential if all children are to have the opportunity to survive and thrive in our society. One of the most recent obstacles to equal, quality education is the Supreme Court's reversal of the Bradley Vs. Milliken decision, which maintains that the original judge erred in ordering a metropolitan Detroit desegregation plan without evidence of segregation in the suburban districts. It is evident, nonetheless, that urban communities have become black and minority enclaves which are ringed by all white suburbs. Another barrier to school desegregation has been school boards' determination to maintain the segregated status quo. Discrimination also occurs when tests are allowed to predict academic success. Student and teacher racial attitudes are clearly related to all the above factors. Educators must work against these forces of discrimination. Teacher training programs should ensure that future teachers understand minority cultures and problems. (Author/MC)

ED 150 252 UD 018 500

Weinberg, Meyer, Ed. Martin, Gertrude, Ed.

Covering the Desegregation Story: Current Experiences and Issues.

Northwestern Univ., Evanston, Ill. Center for Equal Education.

Pub Date-76

Note-76p.

Available from-Center for Equal Education, School of Education, University of Massachusetts, Amherst, Massachusetts 01002 ($2.50)

Document Not Available from EDRS.

Descriptors-Bias, Community Attitudes, Elementary Secondary Education, Integration Litigation, Integration Methods, News Media, *News Reporting, Press Opinion, Public Opinion, *School Integration

This book arose from a 1976 conference on school desegregation and the mass media. In it participants address critical legal and political issues and explore aspects of the coverage of desegregation by the news media. Five desegregation specialists describe and analyze court decisions, congressional actions, studies, plans and changes which have affected desegregation. One of the experts examines the role of the media in shaping community attitudes and court action. Another emphasizes the constructive role the media can play in clarifying integration issues. Six news reporters share their experiences in dealing with this complex and controversial issue. Among the difficulties described by the journalists in reporting on desegregation are a lack of adequate information, and the need to be knowledgeable about history, law, sociology, government, pedagogy and many other fields as they apply to the desegregation story. Reference is made to school desegregation activities in a number of American cities. (EB)

ED 159 273 UD 018 562

Schwartz, Lita L. Isser, Natalie

Increasing Ethnic Sensitivity: Why and How.

Pub Date-20 Jun 78

Note-11p.; Paper presented at the Congress on Education (1st, Toronto, Canada, June 17-21, 1978); Not available in hard copy due to reproduction quality of the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Biculturalism, *Cross Cultural Training, Cultural Differences, *Cultural Pluralism, Elementary Secondary Education, *Ethnic Groups, Ethnicity, *Ethnic Studies, Multicultural Textbooks, *Primary Education, Teacher Education

Identifiers-*Canada, *Multicultural Education

The legal biculturalism of Canada and the actual multiculturalism of Canada, the United States, and other countries require that we promote in our schools a positive and realistic view of a variety of ethnic cultures. This goal can be met through teacher education, integration of multicultural concepts into the curriculum in appropriate contexts, and the development of improved curriculum materials. Multicultural studies must begin in the primary grades, as research indicates that children's attitudes toward other nations and peoples tend to stabilize by early adolescence. These studies can be combined with mastery of the basic skills, for if the child cannot read and comprehend his assignments, or express her feelings clearly in speaking and writing, the multicultural activities will be less effective. With mastery of basic skills, with unbiased and broad-based texts, and with greater understanding of the values of cultural diversity, the child and the teacher will be able to view more critically and thoughtfully those issues, events, behaviors and beliefs that make up Canada today. (Author/KR)

ED 159 294 UD 018 618

Parents and Title I: A Resource Package.

Merrimack Education Center, Chelmsford, Mass.
Pub Date-Feb 78
Note-162p.; Not available in hard copy due to reproduction quality of the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Advisory Committees, *Case Studies, *Compensatory Education Programs, Elementary Secondary Education, Federal Programs, *Parent Participation, Parent Responsibility, *Parent Role, *Resource Guides
Identifiers-*Elementary Secondary Education Act Title I

This document is designed to promote effective involvement in Title I programs by providing useful ideas and sources of additional information. Practical articles on effective parent involvement in education and materials illustrating how particular communities addressed their needs are presented. Also provided is an inventory of people, agencies and informative sources that can be contacted for help in solving specific problems. Examples are included in the following areas: (1) the relationship of parents to Title I; (2) developing parent leadership through parent advisory councils; (3) communicating through publications and programs; (4) setting up volunteer programs and training workshops; (5) helping parents to fulfill their roles in their children's education; and (6) using community resources. Also provided is a self questionnaire on parents and Title I, as well as Title I regulations taken from the Federal Register.'' (Author/GC)

Andre, Thomas

On Productive Knowledge and Levels of Questions.

Pub Date- 77
Note-77p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Advance Organizers, Cognitive Processes, *Complexity Level, Concept Formation, Concept Teaching, *Learning Processes, *Learning Theories, Literature Reviews, *Memory, *Questioning Techniques, Retention, *Taxonomy, Teaching Methods

A model is proposed for memory that stresses a distinction between episodic memory for encoded personal experience and semantic memory for abstractors and generalizations. Basically, the model holds that questions influence the nature of memory representations formed during instruction, and that memory representation controls the way in which stored knowledge can be used. The paper is divided into three major sections. In the first section various proposed typologies of questions are described, to identify the dimensions along whcih questions may vary and to describe both the utility and inadequacies of current typologies. It is argued that an instructionally useful taxonomy must be based upon consideration of the empirical effects of questions, and that development of such a taxonomy is a fundamental goal of research on levels of questions. In the second section the limited research on levels of questions is reviewed, to integrate what is known and not known about the effects of asking different types of questions during instruction. Both deficiencies in the existing studies and promising directions for future research are indicated. The third section briefly presents the information-processing model of knowledge acquisition and attempts to relate question-level effects to the model. (Author/CTM)

ED 159 232 UD 018 061

Green, Robert L.

Educational Reform and the Plight of the Nation's Poor: A Political Approach for Educators.

Michigan State Univ., East Lansing. Coll. of Urban Development.

Pub Date-16 Nov 74

Note-13p.; Paper presented to the Annual Conference of the National Alliance of Black School Educators (2nd, Atlanta, Georgia, November 16, 1974)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Change Agents, *Change Strategies, *City Problems, Crime, Economic Factors, *Educational Problems, Elementary Secondary Education, Housing Needs, Nutrition, Politics, Social Change, Teacher Role, Unemployment, *Urban Schools

Educational problems can only be dealt with by overcoming social inequalities in urban areas. To solve the educational problems, teachers and administrators must work to solve such urban problems as unemployment, inadequate housing, hunger and malnutrition, urban mortality, and crime. Only if they understand these problems will educators have the necessary background for them to be in positions to act as advocates and spokesmen for the less fortunate. By making social change a high priority the problems plaguing urban schools can be redressed. (MC)

ED 159 253 UD 018 501

Ethnic Discovery. A Project of the Boston Children's Museum Supported by a Grant from the U.S. Office of Education under Title IX for Ethnic Heritage Studies of the Elementary and Secondary Education Act of 1965.

Children's Museum, Boston, Mass.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-75
Note-93p.; Not available in hard copy due to reproduction quality of the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Class Activities, Cultural Activities, Cultural Awareness, *Cultural Background, *Cultural Enrichment, Elementary Education, Ethnic Groups, Ethnicity, Group Activities, *Teaching Guides
Identifiers-Multicultural Education

Ethnic Discovery is an approach to exploring cultural diversity with schoolmates, teachers, and friends, conceived and developed by the Boston Children's Museum. Ethnic Discovery experiments with possibilities for personalizing the process of social study. Students and teachers who participate in its activities learn about their own cultural heritages and family histories, about the ethnic dimensions of their own life styles, about the cultural identity of the communities in which they live, and about one another. The Ethnic Discovery process consists of two principal components: finding things out about one's own background, and finding out what one's cohorts have been finding out about theirs. The core of the Ethnic Discovery process is a set of activities which focus on the self, family, neighborhood, and community. Some of these activities, which are presented in this teacher's guide, are: activities to achieve self awareness and awareness of others; student research projects on their own names; a map exercise in locating students' residences and paths of travel; and other activities focusing on students' ancestry and family histories. (Author/AM)

ED 159 274 UD 018 563

Harrington, Charles

Bilingual Education, Social Stratification, and Cultural Pluralism.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-5p.
Journal Cit-Equal Opportunity Review; Sum 78
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Bilingual Education, *Cultural Pluralism, Elementary Secondary Education, *Ethnic Groups, *Ethnic Stereotypes, *School Role, *Social Status, *Social Stratification, Urban Schools
Identifiers-*Multicultural Education

In this society cultural pluralism and social stratification go hand in hand. Status differences among cultural groups can be clearly seen in urban schools, where there may be many different groups and where stereotyping often results. One problem with status stereotypes is that they are not completely fixed in reality. A further problem is that status stereotypes are destructive to, and have no place in, educational planning. When anthropologists make functional data available about other cultures, in the hope of enabling educators to plan and to make more enlightened decisions, they can be creating more stereotypes. Transitional, enrichment, and maintenance models of bilingual education each have different social and cultural implications. In considering these models, it is important to remember that social stratification and cultural pluralism are distinct phenomena, even though they may coincide in our society. Theoretically, schools and education can provide groups with the skills and resources necessary for them to compete more equally in the larger society. Alternatives for the future involve either doing away with structural and cultural pluralism through homogeneity, or making multiculturalism a desirable element of everyone's experience. (Author/GC)

Grobe, Robert P. And Others

Self-Concept: A Comparison of Low Socioeconomic, Low Achieving Secondary Students Across Ethnic, Sex and Age Variables.

Pub Date- 78
Note-6p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Analysis of Variance, *Black Students, Case Studies, *Caucasian Students, *Ethnic Groups, *Mexican Americans, Secondary Education, *Self Concept, *Self Esteem
Identifiers-*Self Esteem Scale

The self esteem of Anglo, Negro, and Mexican American secondary students was measured using the Self-Esteem Scale (SES). This instrument was administered to 144 students with equal representation from sex, ethnicity, and grade levels (i.e., each of 18 cells contained 8 students). A three-factor analysis of variance revealed a significant main effect for sex, while the ethnic main effect, grade main effect, and all two-way interactions were found to be nonsignificant. These findings suggest that self esteem among ethnic groups does not differ to the extent postulated by some investigators. The absence of any large differences among the groups may possibly be due to inservice efforts directed at making teachers culturally aware. (Author/GC)

ED 159 212 TM 007 518

Stone, Elaine J.

A Report of an Evaluation Design for the School Health Curriculum Project. Effects of a Prototype Health Education Curriculum Model on Locus of Control, Perceived Vulnerability, and Health Attitudes of Fifth Graders.

New Mexico Univ., Albuquerque.
Spons Agency-Center for Disease Control (DHEW/PHS), Atlanta, Ga.
Pub Date-Nov 76
Note-83p.; Second paper presented at the Annual Convention of the American School Health Association Research Council (50th, New Orleans, Louisiana, October 7, 1976)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Attitude Tests, *Curriculum Evaluation, Economic Status, Ethnic Origins, Evaluation Methods, Grade 5, *Health Education, Intermediate Grades, Locus of Control, Personal Values, *Physical Health, *Predictor Variables, Program Effectiveness, Reading Level, Self Concept, Self Esteem, Sex Differences, *Smoking, *Student Attitudes
Identifiers-School Health Curriculum Project

The effects of the fifth grade unit of the School Health Curriculum Project (SHCP) were investigated in a multicultural setting in Albuquerque, New Mexico. One of the purposes of the study was to design and test portions of an evaluation model that could be expanded and used by other school districts which are involved with SHCP. The second paper describes the effects of the unit on five areas related to health attitudes and behavior: locus of control, perceived vulnerability to illnesses and accidents; attitudes toward health concepts; self esteem; and attitudes toward smoking. SHCP was found to affect attitudes toward illness, going to the doctor, dental care, and smoking; but had minimal effect on locus of control, vulnerability to illness and accidents, or self esteem. Certain student characteristics such as sex, ethnic group, income, and reading level were associated with higher risks regarding preventive health behavior and smoking. Descriptions of tests used, criteria for assessing student growth, and sample management forms and records are appended. (Author/CTM)

ED 159 233 UD 018 204

Gurin, Patricia

Labor Market Experiences and Expectancies.

Pub Date-Mar 78
Note-23p.; Paper presented at the American Educational Research Association Annual Meeting (Toronto, Canada, March 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Attitudes, *Employment Experience, *Expectation, Goal Orientation, Labor Market, *Minority Groups, Occupational Surveys, *Psychological Patterns, Racial Differences, Self Concept, Sex Differences, Work Experience, *Working Women

This paper reports on a study which measured labor market experience and its possible effects on workers' psychological expectancies. Past efforts that employed black and white men and women had made to improve their market situations are described, as well as attributions they gave for their experiences. Work or educational changes attempted by women, and their encountering of different problems from those reported by white men, are discussed. Race and sex differences in expectancies are reported. Results that illuminate some issues of relevance for women are examined. These concern the expectancy implications of their past market experiences, and the role of these experiences in accounting for their expectancy disadvantage relative to white men. The importance of psychological expectancies and self concept to job achievement are stresssed. (Author/MC)

ED 159 254 UD 018 502

Owan, Tom

Asian Americans: A Case of Benighted Neglect. AAMHRC Occasional Paper No. 1.

Spons Agency-Social Security Administration (DHEW), Washington, D.C.
Pub Date-13 May 75
Grant-5-R01-MH25589
Note-77p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Asian Americans, Census Figures, Chinese Americans, Demography, Filipino Americans, Government Role, Health Conditions, Immigrants, Income, Japanese Americans, Low Income Groups, Minority Groups, *Needs, *Racial Discrimination, *Social Services, Social Welfare, *Socioeconomic Status, Statistical Data, Urban Areas
Identifiers-California (San Francisco), Social Security

The undercount of the Asian American population, the phenomenal rise of Asian immigrants, the projected doubling of the Asian American population by 1980, and the concentration of this population in urban areas are significant reasons for the reordering of program priorities so that Asian Americans are not excluded from Federally funded benefits and services. The stereotyping of Asian Americans as success models for other immigrants has lulled the American public into considering Asian American concerns secondary to the problems of other minority groups. Despite the fact that the Asian Americans attained lower median incomes in the major metropolitan areas, lowest average public assistance incomes and lower average social security incomes, they continue to be ignored in their efforts to raise themselves into the economic mainstream. Asian Americans also have serious health problems. For example, they suffer a disproportionate percentage of tuberculosis in San Francisco and the Chinese have especially high hospitalization rates for mental illness in the State of California. Furthermore, the Asian American elderly in major metropolitan areas are facing serious survival problems due to a history of racism, evacuation into concentration camps, and denial of citizenship and job opportunities. An effort should be made to provide needed bilingual and bicultural social services to Asian Americans and other minority groups. (Author/GC)

Borman, Kathryn M. And Others

Characteristics of Family and Classroom Control in an Urban Appalachian Neighborhood.

Pub Date-28 Mar 78
Note-26p.; Paper presented at the American Educational Research Association (Toronto, Canada, March 28, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Child Rearing, Class Management, *Cultural Factors, *Discipline, *Family Background, Family Role, Interaction Process Analysis, Kindergarten Children, Lower Class Parents, Lower Class Students, Primary Education, Regional Characteristics, Rural to Urban Migration, Rural Urban Differences, Student Behavior, *Teaching Styles, *Values
Identifiers-*Appalachians

Data collected from observations of a kindergarten class, and parent interviews with second and third generation Appalachian families living in an inner city working class neighborhood, when contrasted with Melvin Kohn's work on values, illuminate the discontinuity between the language of social control in the home and at school. Appalachian families' parental control strategies, sex roles in child rearing, and standards of behavior do not conform to those of non-Appalachian working class families. Like middle class parents, Appalachian parents value independence and self direction rather than obedience to authority. The teacher's control of the Appalachian children in a classroom is most effective when it is child referenced rather than authority-centered. Future classroom research must consider cultural and ethnic factors, social class, and other family background variables of the children being observed, rather than focusing solely on the role teachers and schools have in maintaining classroom control. (KR)

ED 159 234 UD 018 279

Hymes, Dell H.
What is Ethnography?
Pub Date- 77
Note-27p.; Not available in hard copy due to author's restriction
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Anthropology, Cultural Factors, Definitions, *Educational Anthropology, *Educational Research, *Research Methodology
Identifiers-*Ethnography

Ethnography is coming to be much discussed in education. A definition of ethnography is, however, an elusive and complicated question. Anthropologists do not themselves have a unified conception of ethnography, especially of ethnography in relation to the study of institutions of our own society, such as education. One difficulty with the notion of ethnography is that it may seem to be a residual category, associated with the study of people not ourselves and with the use of methods other than those of experimental design and quantitative measurement. Educational research has been traditionally dominated by these quantitative and experimental conceptions of research. Ethnography, which involves participation and observation, and which is systematic, comprehensive and topic oriented, could provide the opportunity for mutual relation of interaction between ethnographers and sponsors of educational research. With systematic and comprehensive information about the community to be studied in an educational context, ethnographers will be able to test hypotheses in the field of educational research. (Author/GC)

ED 159 275 UD 018 566

Smith, James P.

The Improving Economic Status of Black Americans.

Rand Corp., Santa Monica, Calif.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date-Jan 78

Note-18p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Affirmative Action, Black Education, *Black Employment, *Blacks, Cohort Analysis, *Comparative Analysis, Economic Factors, *Economic Progress, *Economic Status, Employment Patterns, Equal Opportunities (Jobs), Rural to Urban Migration, *Salary Differentials, Sex Differences, Statistical Analysis, Working Women

The major explanations for the narrowing in wage differentials between blacks and whites can be placed under four general categories: (1) more recent black cohorts begin their job experiences with larger initial stocks of human capital than previous cohorts; (2) the rural South to urban North migration has partly been superceded by Southern blacks moving to what are now economically vibrant Southern cities; (3) the effects of government affirmative action; and (4) changes in other aspects of the market such as the choice of full or part-time work, unique characteristics of certain occupations, and biases due to sample censoring. The rise in the ratio of black to white male and female wages is largely explained by converging nominal characteristics, with education playing the dominant role. Although migration accounts for only nine percent of the relative wage growth of black men and women, the South dominates regional comparisons. Relative black/ white ratios for both sexes have risen more rapidly in the South, especially among the young. As with migration, affirmative action programs were not a major contributor to rising relative wages. However, direct and indirect government employment, combined with the adoption of full-time jobs, the elimination of domestic services as their primary function, and rising educational levels, have contributed significantly to the remarkable wage advances of black women. (Author/EB)

ED 159 213 TM 007 519

Hoffman, Alf Nelson, Ronald H.

Evaluation of a Residential Treatment School.

Pub Date- 77
Note-13p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Academic Achievement, *Achievement Gains, Elementary Education, *Emotionally Disturbed Children, Institutionalized Persons, *Intelligence Quotient, Post Testing, Pretesting, Program Evaluation, *Program Length, Rehabilitation Centers, *Residential Schools, Time Factors (Learning)

This study evaluated a childrens' school program which was part of a residential facility for children, aged 6-13, defined as being emotionally disturbed. The length of stay (LOS) at the facility was a major concern. The LOS was studied to see if it was related to changes in I.Q. and achievement scores from admission to discharge. Another variable, rate gain, or the amount of achievement gains made per month was also investigated. The data did indicate that children were able to make significant gains during their stay in treatment. It was noted, however, that those who came to the center with the highest I.Q. and achievement scores stayed the shortest times. But those who made the largest rate gains stayed 7 to 9 months. These results were reviewed and further discussed. (Author/CTM)

Rabinovitz, Francine F. Siembieda, William J.
Minorities in Suburbs: The Los Angeles Experience.

Pub Date-77
Note-113p.
Available from-Lexington Books, D.C. Heath and Co., 125 Spring Street, Lexington, Massachusetts 02173 ($13.00)

Document Not Available from EDRS.

Descriptors-*Black Population Trends, *Blacks, *City Demography, Minority Groups, *Quality of Life, Residential Patterns, *Suburban Environment, *Suburbs, Urbanization, Urban to Suburban Migration
Identifiers-*California (Los Angeles)

This book focuses on black suburbanization in the Los Angeles area, and questions whether the national increase in black suburbanization should be viewed with optimism or pessimism. The study addresses three questions: (1) Does the presence of substantial black populations in suburban areas represent suburbanization as it is normally thought of, or is it simply the spatial extension of the ghetto? (2) Does the suburban dispersal of blacks through the regular market process lead to a racial pattern with some promise of stability for the future or to patterns conducive to rapid and continuous population transition? and (3) Does the black suburban population experience improvements in conditions and evaluate them as improvements over conditions in past areas of residence? Discussion and statistical data focus on: (1) the demography of minority suburbanization in Los Angeles; (2) the response of individual community governments to economic, class and racial issues in the black suburbanization process; (3) improving conditions in the areas of housing, order and safety, education, health, asset maintenance, business, citizen attitudes, and political influence. (Author/AM)

ED 159 235 UD 018 307

Language Minorities in New York City. MPC No. 7.
New York City Employment Training and Planning Council, N.Y.
Pub Date-Jan 76
Note-13p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Census Figures, *Employment, Employment Patterns, *Ethnic Distribution, *Immigrants, Migration, *Minority Groups, *Needs Assessment, Non English Speaking, Population Distribution
Identifiers-*New York (New York)

This report was prepared for inclusion in New York City's application for a CETA (Comprehensive Employment Training Act) Title III program for persons with limited English speaking ability. Utilizing data from the 1970 national census, information is given on the racial/linguistic background of New York City residents compared to the United States population; place of origin of some of New York City's immigrant population; mother tongue of some of New York's population compared to national totals; and immigration and geographic mobility of the population between 1965 and 1970. The report then goes beyond the statistics to examine some of the problems, including employment needs, which face minority groups. (MC)

ED 159 255 UD 018 514

An Evaluation of the Response to Educational Needs Project (RENP). Volume I: The Final Report.

Gibboney (Richard A.) Associates, Inc., Kensington, Md.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 78
Note-199p.; Not available in hard copy due to marginal legibility of the original document; For related documents, see UD 018 507-513 and UD 018 515
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Achievement Gains, Community Involvement, *Compensatory Education Programs, Cost Effectiveness, Elementary Education, Inservice Teacher Education, *Mathematics, Parent Participation, Parent School Relationship, Program Costs, *Program Descriptions, *Program Evaluation, *Reading Achievement, School Community Relationship
Identifiers-Comprehensive Tests of Basic Skills, District of Columbia (Anacostia), *Response to Educational Needs Project

This report describes the major outcomes of the Response to Educational Needs Project (RENP), a compensatory education program implemented by the Anacostia district of Washington, D.C. The problem of students falling further and further behind is discussed with particular reference to reading and mathematics achievement, training teachers to cope, and increasing citizen participation in the educational process. An overview of RENP is given in terms of its response to the above problems. The report then goes on to detail RENP's approach to teacher inservice training; parent and community involvement in the program; and what can be expected from RENP regarding student achievement, impact on teacher competencies, and parent/community involvement. The results are discussed first in terms of what happened to the students. Their performance on the Comprehensive Test of Basic Skills (CTBS) are compared for the three times they were tested, between October 1976 and October 1977. Secondly, the RENP classroom is compared with non-RENP classrooms as regards teacher control, grouping, materials, and teacher evaluation. Lastly, parent/community involvement is examined to find out whether it lived up to expectations. The report ends with an examination of the cost of RENP and a discussion of its cost effectiveness. (MC)

Squires, Gregory D.

Affirmative Action or Inaction? The Pursuit of Equal Employment Opportunity in Cleveland.

Ohio Advisory Committee to the U.S. Commission on Civil Rights, Columbus.

Pub Date-Oct 77
Note-83p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Affirmative Action, Economically Disadvantaged, *Employment Practices, *Employment Programs, *Equal Opportunities (Jobs), Federal Programs, Federal Regulation, *Females, Labor Force, Manpower Utilization, *Minority Groups, Racial Discrimination, Sex Discrimination
Identifiers-Comprehensive Employment and Training Act, *Ohio (Cleveland)

This report documents the low economic status of minorities and women in Cleveland by examining inadequacies in the city's affirmative action plan, deficiencies in Cleveland's contract compliance program, and inconsistencies in the Federal government's civil rights enforcement effort. Four major problems with Cleveland's affirmative action plan are described: (1) the failure to identify specific problem areas in Cleveland's employment policies and practices which account for underutilization of women and minorities; (2) the failure to establish and implement action programs that would eliminate discrimination against women and minorities; (3) the statement of goals for only a one year period; and (4) the failure of the city to devote sufficient resources for implementation of an adequate affirmative action plan. Underutilization is described as the biggest factor in contract compliance deficiencies. It is stated that several of the largest beneficiaries of city business employ no minorities or women in professional, technical or administrative positions and most do not employ minorities or women at a rate that is even close to their representation in the Cleveland labor market. Also noted are inconsistencies in Federal agency grant requirements and regulations enforcement. Recommendations for redressing these problems are made. Appended are responses by various Cleveland officials and organizations to the charges of discrimination made in this report. (Author/EB)

ED 159 214 TM 007 522

Berk, Ronald A.

A Consumers' Guide to Criterion-Referenced Test Item Statistics.

Pub Date-Mar 78

Note-27p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Toronto, Ontario, Canada, March, 1978) ; Page 19 is marginally legible due to print size and quality

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Achievement Tests, Complexity Level, *Criterion Referenced Tests, Guides, *Item Analysis, Item Sampling, Research Design, *Statistical Analysis, Test Construction, *Test Items, Test Validity

Identifiers-Item Discrimination (Tests), Item Homogeneity

Sixteen item statistics recommended for use in the development of criterion-referenced tests were evaluated. There were two major criteria: (1) practicability in terms of ease of computation and interpretation and (2) meaningfulness in the context of the development process. Most of the statistics were based on a comparison of performance changes (pretest-posttest) or differences (uninstructed-instructed) between criterion groups. Descriptions and critiques of the difficulty, discrimination, and homogeneity indices are presented in the form of a consumers'' guide.'' It was found that the relatively complex indices offered few if any advantages over the ones that were manually calculable and easily interpretable. (Author)

ED 159 236 UD 018 333

Ferns, Maryann H. Bergsma, Harold M.
Thoughts on Busing and Integration in the Seventies.
Pub Date- 77
Note-24p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Administrator Role, *Bus Transportation, Community Role, Educational Planning, Elementary Secondary Education, Equal Education, *Integration Effects, Integration Litigation, Leadership, *Negative Attitudes, Race Relations, *School Integration, Superintendent Role, Teacher Attitudes, *Teacher Role

The political and emotional issues surrounding the busing of children for purposes of school integration have caused us to focus on the methods of desegegation rather than on the goal of equal and quality education. Busing to integrate began after the 1954 Brown decision. Since that time, unwilling school superintendents and administrators have avoided implementing the Brown mandate, in some cases by intentionally initiating disruptive or complex desegregation processes. In a few major cities, however, efforts have been made to accomplish a smooth transition. Even in these areas, the push to desegregate schools has caused problems for many people. School officials have lost their jobs for trying to integrate against the wishes of the community. Black students have been victims of hostility and teachers have been fired as a result of discriminatory attitudes and practices. The effects of desegregation on student psychological well-being and academic performance are still unproven. However, successful cases show that good politics, proper planning, cooperative school and community leadership, and an informed public can make school desegregation a positive experience. The final crucial factor is teacher attitudes. These combined objectives may be achieved through workshops on human relations, cultural awareness and the development of curricula appropriate to integrated schools. The goal of equal education for all is still attainable if we can direct our attention to critical areas besides busing that will help us to achieve that goal. (GC)

ED 159 298 UD 018 622

Appleton, Nicholas
Multiculturalism and the Courts.
Pub Date- 78
Note-51p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-American Indians, Bilingual Education, *Court Cases, Court Litigation, *Court Role, *Cultural Pluralism, Educational Policy, Elementary Secondary Education, *Equal Education, Government Role, Minority Groups, *School Integration
Identifiers-*Multicultural Education

Precedent setting court cases are examined to determine the direction the United States is moving in its pursuits of multiculturalism. The support for multiculturalism is discussed in light of: the right of an individual to choose a life style he/she deems desirable; equal educational opportunity and integration; bilingualism; and pluralism for Native Americans. This review illustrates some general principles which courts use in defining American pluralism. It is concluded that the Constitution generally protects citizens from arbitrary or unreasonable control by the government and protects the right of parents to raise and educate their children as they see fit even if this life style is inconsistent with existing social patterns. Courts are found to be reluctant to rule in a broad manner and much more likely to apply certain principles to a specific case in a specific context. Because of this individual treatment, it is expected that multicultural and bilingual education will vary from group to group and situation to situation. (Author/AM)

ED 159 215 TM 007 523

A Guide for the Evaluation of Instructional Materials Under Chapter 622.
Massachusetts State Dept. of Education, Boston.
Pub Date- 75
Note-32p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Annotated Bibliographies, Bias, Check Lists, *Content Analysis, Cultural Images, Elementary Secondary Education, *Ethnic Stereotypes, Evaluation Criteria, Fiction, *Instructional Materials, Library Materials, *Racial Discrimination, Reading Materials, Sex Fairness, *Sex Stereotypes, State Legislation, Stereotypes, *Textbook Bias
Identifiers-Massachusetts

Since materials used in the classroom play a vital role in the educational process, it is essential that educators develop an awareness of sex and racial stereotyping in instructional materials. Massachusetts regulations adopted in 1975 require that schools present all cultures, nationalities, sexes, and races in fair perspective. This booklet has been designed to aid administrators and teachers in identifying stereotyping in materials presently in use, and to evaluate new materials prior to purchase. Check lists are presented to aid in evaluating stereotyped portrayals in fiction, readers, mathematics and science texts, social studies materials, and school library collections. An annotated list of bibliographies on teaching materials, children's books, audiovisual materials, reference works, and information sources contains about 50 entries. (Author/CTM)

ED 159 256 UD 018 515

An Evaluation of the Response to Educational Needs Project (RENP). Volume II: Technical Appendices.

Gibboney (Richard A.) Associates, Inc., Kensington, Md.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 78
Note-291p.; Not available in hard copy due to marginal legibility of the original document; For related documents, see UD 018 507-514
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Achievement Gains, Comparative Analysis, *Compensatory Education Programs, Cost Effectiveness, Elementary Education, Mathematics, *Program Descriptions, *Program Evaluation, Reading Achievement, *Statistical Data, Teacher Evaluation
Identifiers-*District of Columbia, *Response to Educational Needs Project

These technical appendices give the following information: a comparison of RENP and non-RENP mean Comprehensive Test of Basic Skills (CTBS) Fall 1976 pretest scores; evidence of the existence of an achievement gap between Washington, D.C. and large city norms; number and percentages of students in each of three pretest achievement levels; prescriptive reading and mathematics test score results for Fall 1976 and Spring 1977; results of output from split-plot analysis of covariance; analyses using a chi-square approach to compare the number of RENP and non-RENP students and their patterns of gains and losses from Fall 1976 to Spring 1977; description of gains/losses obtained on the RENP program for each grade; means and standard deviations for pre and post test raw scores and reading and mathematics total scores by grade and achievement level for RENP, non-RENP, and total samples; teacher classroom observation and interview instruments; definition of variables describing classroom activities, materials, and interactions; results of the analysis of variance of teacher observation data; means and standard deviations of variables describing classroom activities, materials, and interactions by grade for RENP, non-RENP, and total samples; and cost methodology of RENP. (Author/MC)

ED 159 277 UD 018 568

ESEA Title I Programs that Work.

South Carolina State Dept. of Education, Columbia. Office of Federal Programs.
Pub Date-78
Note-43p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Community Involvement, *Compensatory Education Programs, Elementary Education, *Learning Readiness, *Mathematics Instruction, Parent Participation, Program Costs, *Program Descriptions, Public Schools, *Reading Instruction
Identifiers-*Elementary Secondary Education Act Title I, *South Carolina

Descriptions of ten reading, mathematics and readiness programs chosen for statewide dissemination in South Carolina are presented in this document. The programs were selected following a study funded by Title I and conducted to serve 127,702 children in local South Carolina school districts. Each was found to provide solutions to critical educational needs in a local school district and each worked effectively with children in learning situations. Descriptions include the programs' location and scope, instructional approach, program operation, and materials and supplies. In some, cost, success factors, exportability assessment and information contacts are also included. The programs selected as the most successful in developing readiness skills covered grades 2 through 6, those chosen for reading were designed for grades 1 through 7, and those considered exemplary for mathematics were designed for grades 1 through 7, and those considered exemplary for mathematics were implemented in grades 2 through 8. This document also describes a support project involving elementary guidance counselors and concludes with a summary of parent and community roles in the planning and operation of programs in the public schools. (EB)

ED 159 299 UD 018 623

Ridge, H. Laurence

A Two-Way Street: Multiculturalism in Mathematics and Mathematics in Multiculturalism.

Pub Date-18 Jun 78

Note-27p.; Paper presented at the Congress on Education (1st, June 18, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Cultural Awareness, Elementary Secondary Education, Mathematical Enrichment, *Mathematics Curriculum, *Mathematics Instruction, *Minority Groups, Self Concept, Student Interests

Identifiers-*Multicultural Education

A usual reaction both from those teaching multiculturalism and those teaching mathematics has been that neither subject has a place with the other. With compassion and effort, both generalists and mathematics teachers can enhance multicultural and mathematical studies. Whether with a homogeneous group representing an indigenous culture, or with a multiethnic class, teachers can boost students' image of self and cultural background by relating math problems in contexts familiar to their culture. Illustrative examples from sports, dwellings, and native foods are suitable ways of employing cultural diversity in lessons. Considering brain bimodality when teaching visualization of algorithms is also relevant. Including the mathematical aspects of cultures in social studies and history can serve to develop appreciation of these cultures and of the internationally rich heritage that is mathematics. It is up to individual teachers to include and emphasize multicultural concepts and to remove the we don't do it that way here'' attitude from the classroom. (Author/KR)

ED 159 216 TM 007 524

Buttram, Joan L. Dusewicz, Russell A.

Effectiveness of Educational Programs in State Correctional Institutions: A Follow-Up Study of Ex-Offenders. Final Report.

Research for Better Schools, Inc., Philadelphia, Pa.
Pub Date-30 Sep 77
Note-147p.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Adjustment (to Environment), Adult Basic Education, *Attendance, *Correctional Education, Correctional Rehabilitation, Educational Benefits, Employment, Evaluation Criteria, High School Equivalency Programs, Post Secondary Education, *Prisoners, *Probationary Period, *Program Effectiveness, Questionnaires, Recidivism, *Rehabilitation Programs, Vocational Education

A follow-up of ex-offenders five to six months after release from prison was conducted to determine the extent to which those who had participated in educational programs prior to release benefitted differentially with respect to employment and social adjustment, as compared with those who had not participated in such programs. Data were gathered on both a pre- and post-release basis for a large number of variables via institutional records, personal interviews, test administrations and rating forms. One hundred thirty-three inmates were traced after release and interviewed five to six months later to determine their employment status and social adjustment. Participants in educational programs were classified as follows: adult basic education or general educational development (45 persons); vocational education (35); postsecondary education (13); no enrollment (35); and unclassified (5 persons). Among the variables studied were: employment status, employment adjustment, general social adjustment, and absconding/recidivism. Ex-offenders enrolled in post-secondary education programs were found to have violated parole and/or been arrested significantly fewer times than were those in the no-enrollment control group. Except for this finding, no overall consistent pattern of significant differences were observed among any of the groups. Implications are drawn for a re-examination of the goals of educational programs at state correctional institutions. A number of questionnaires and interview forms are appended. (Author/CTM)

ED 159 237 UD 018 366

Gappert, Gary

Report on the Urban Priority.

New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.
Pub Date-8 May 78
Note-16p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Educational Finance, *Educational Needs, *Educational Planning, *Educational Policy, Elementary Secondary Education, Resource Allocations, *Urban Areas, Urban Education, *Urban Schools
Identifiers-*New Jersey

New Jersey is unique as a State in that it has developed a set of objective criteria for defining its urban districts. The State Education Department has used these criteria to focus on the educational needs of urban districts. Organizational planning of educational aid to urban districts is taking place through three new initiatives: the development of the Governor's Task Force on Urban Community Education; the formation of an urban staff council; and the expansion of the professional staff of the county offices serving the schools of the urban corridor. The urban staff council has developed seven departmental objectives for the urban priority: (1) strategy development; (2) establishment of mechanisms for awareness and communiction on urban educational issues; (3) needs assessment and data analysis; (4) identification and promotion of effective urban practices; (5) establishment and expansion of effective technical assistance programs to urban schools; (6) research and evaluation of community education approaches to urban needs; and (7) development and implementation of special responses to special needs in Newark, Trenton, and other large cities as they arise. Projected issues and plans for 1978-79 include policy review and debate, implementation plans, and design or evaluation activities. (Author/MC)

Willie, Charles V., Ed.

Black/Brown/White Relations: Race Relations in the 1970s.

Pub Date-77
Note-235p.
Available from-Transaction Books, Rutgers The State University, New Brunswick, New Jersey 08903 ($12.95)
Document Not Available from EDRS.
Descriptors-*Adjustment (to Environment), *Blacks, Black Students, Caucasians, Community Development, Elementary Secondary Education, Ethnic Status, Higher Education, Public Policy, *Race Relations, Racial Attitudes, *Racism, Social Action, *Social Change, Social Environment

The collection of papers in this book present an analysis of the effects of institutional racism on all races. The first part of the book deals with seeking definitions of the race problem and explores the various facets of race relations in the 1970s, including: (1) the black view of a national population policy and the fear of racial genocide; (2) the problems and prospects of black students at integrated colleges; (3) a literary analysis of the black vision of despair; (4) black liberation and women's liberation; (5) ethnic resentment of Federal programs; (6) the attribution of prejudice to self and others; (7) racial attitudes of native American preschoolers; and (7) institutional racism. The second part of the book is devoted to the discovery of strategies for institutional change, and includes discussions of: (1) community development and social change; (2) a historical framework for multicultural education; (3) the political scenes in Gary, Indiana, and in the urban South; and (4) the mental health implications of methods used by blacks to negotiate white educational institutions. (Author/AM)

ED 159 278 UD 018 571

Hundley, Norris, Jr., Ed.

The Asian American: The Historical Experience.

Pub Date-76

Note-199p.

Available from-American Bibliographical Center Clio Press, Inc., 2040 Alameda Padre Serra, Santa Barbara, California ($5.75)

Document Not Available from EDRS.

Descriptors-*Asian Americans, Chinese Americans, Culture Conflict, *Ethnic Groups, Filipino Americans, *Historical Reviews, Historiography, *Immigrants, Indians, Japanese Americans, Korean Americans, Minority Groups, Social Discrimination, *Socioeconomic Status, United States History

The essays in this volume look at Asian Americans, their ideas and ways of life, on their own terms, relating them to both Asian and United States history. Roger Daniels presents an overview of East Asian immigrants through a review of the literature by American historians. An essay by Stanford M. Lyman, which follows, analyzes San Francisco's Chinatown before 1910, and offers an interpretation in terms of sociology of conflict. Harry H. L. Kitano's essay, which employs the theory of middleman minority,'' seeks to define how Japanese Americans fit into the American social system, by analyzing an example of labor unionization. Lee and Chang-su Houchin's essay on the Korean experience in the United States emphasizes the political ideologies and activities of this immigrant group. The essay by H. Brett Melendy and Gary R. Hess demonstrates that, although distinguishable ethnically from Chinese, Japanese and Koreans, East Indians and Filipinos came to the United States under similar circumstances and experienced the same white prejudice and economic victimization. Finally Shih-Shan H. Ts'ai's article summarizes Chinese historiography on the immigration dispute. This book contains extensive bibliographical references. (Author/EB)

ED 159 300 UD 018 635

Hanson, Gordon

A Guide to Assessing Minority and Sex Role Stereotyping in Elementary and Secondary Schools. Revised.

Wisconsin Dept. of Public Instruction, Madison. Office of Equal Education Opportunities.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-88p.; For a related document, see UD 018 636

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-*Annotated Bibliographies, Elementary Secondary Education, *Ethnic Stereotypes, Minority Groups, *Resource Guides, *Sex Stereotypes

This resource guide and annotated bibliography is designed to assist educators interested in exploring whether or not role stereotyping exists in their local school systems, and to provide them with resources to reduce this stereotyping. Some of the problems of stereotyping in schools are reviewed. The books, articles and assessment instruments cited have been included because they either address directly the various issues raised by role stereotyping and provide further references on the issue, or because they can aid in assessing textbooks, curriculum practices and administrative practices. In order to help the educator to investigate many facets of stereotyping in the education process, the annotations are separated into general categories: those dealing with minority role stereotyping and those dealing with sex role stereotyping. Within each category, the citations are alphabetized by author and each is numbered. Each annotation is also cross referenced as to its topic and/or purpose. The final section of the bibliography is a collection of selected references of works available through the ERIC system. (Author/EB)

Clements, Richard O. And Others

The Rich Get Richer'' . . . In School, Too.

Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-31 Mar 78
Contract-NE-C-00-3-0066
Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Academic Achievement, Black Students, *Disadvantaged Youth, Elementary Secondary Education, Grade 6, *Low Achievement Factors, Mexican Americans, Minority Groups, *Self Concept, Self Esteem, *Socioeconomic Status, *Student Attitudes
Identifiers-Comprehensive Tests of Basic Skills, Piers Harris Childrens Self Concept Scale, School Sentiment Index, Student Evaluation Form, Student Sentence Completion, Texas (Austin)

Researchers have observed that academic achievement of socioeconomically disadvantaged and minority group children declines relative to norms of performance as the number of years in school increases. Less documented is the relationship of student self concept to achievement. A study underway at the University of Texas proposes to address both affective and cognitive aspects of the widening of the achievement gap. Using a sample of 1,657 sixth grade students in 53 Austin classrooms, student characteristics in four areas (self esteem, school adjustment, attitude toward school, and achievement) were cross related at the beginning of the school year. Academic standing at the end of the year was examined in relation to these characteristics. Seventy percent of the students were Anglo, 15% black, and 15% Chicano. Both ethnicity and socioeconomic status were considered in the analysis. Six measurement instruments were used. Three of these measured attitudes toward school, teacher, and life in general, one measured coping skills, one self esteem, and one academic achievement. Results show that students high in initial self esteem gained in achievement and students high in achievement gained in self esteem. Disadvantaged students are locked into the negative end of this cycle, since they start out the year at the lower end of both self esteem and achievement. (GC)

Federal Policies for Equal Educational Opportunity: Conflict and Confusion. Policy Research Project Report Number 23.

Texas Univ., Austin. Lyndon B. Johnson School of Public Affairs.
Pub Date-77
Note-171p.
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-Bilingual Education, Case Studies (Education), Civil Rights, Compensatory Education Programs, Court Litigation, Educational Finance, *Educational Policy, Elementary Secondary Education, *Equal Education, *Federal Programs, *Government Role, Program Administration, *School Districts, School Integration
Identifiers-California (Oakland), Colorado (Denver), Elementary Secondary Education Act Title I, Emergency School Aid Act, Maryland (Montgomery County), Multicultural Education, Texas (Corpus Christi), Wisconsin (Milwaukee)

This study examined conflicting Federal directives and gaps in Federal education policy from the perspective of the local school district, with the objective of determining problem areas in Federal policies and practices and developing a set of recommendations for change. Five areas of policy, finance and administrative procedures were examined: (1) Title I of the Elementary and Secondary Education Act (ESEA); (2) bilingual and bicultural programs, particularly Title VII of ESEA; (3) the Emergency School Aid Act (ESAA); (4) the policies of the Office for Civil Rights (OCR); and (5) directives of Federal court orders affecting the cities studied. The study was based primarily on two types of sources: (1) interviews with local officials and representatives and with HEW officials in regional and Washington offices; and (2) analyses of laws, regulations, documents and published materials that deal with Federal policies and procedures involving Title I, bilingual programs, ESAA, OCR, and court-ordered desegregation. The districts included in the study were Oakland, California; Montgomery County, Maryland; Denver, Colorado; Milwaukee, Wisconsin; and Corpus Christi, Texas. The recommendations developed represent an attempt to mesh the two major Federal approaches to equal educational opportunity desegregation and compensation. The case studies indicate that the fragmentation of the Federal effort raises problems at the local level which minimize attempts to achieve equal educational opportunity. (Author/AM)

ED 159 217 TM 007 695

Hensley, Susan

Evaluation of Users' Responses to the Information Analysis Products of the ERIC Clearinghouse on Tests, Measurement, and Evaluation.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Mar 78

Note-68p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Clearinghouses, Educational Research, *Evaluation, Information Dissemination, Information Needs, Information Networks, *Information Utilization, *Publications, Questionnaires, Research Utilization, Summative Evaluation, *Use Studies

Identifiers-Educational Resources Information Center, *ERIC Clearinghouse on Tests Measurement Evaluation, *Information Analysis Products

To obtain user evaluations of the information analysis products (IAPs) produced by the Educational Resources Information Center Clearinghouse on Tests, Measurement, and Evaluation (ERIC/TM), subjects were randomly drawn from a 1976 list of the clearinghouse's IAP orders. The sample was stratified by the title requested and the following institutional affiliations: (1) commerical organizations; (2) state departments of education; (3) elementary through high schools, including vocational schools; (4) school districts; (5) universities and four-year colleges; and (6) other. A questionnaire was administered to determine the type of professional activity engaged in by the requestor; how the requestor became aware of the document; whether the requestor belonged to ERIC/TM's target population; receipt of the document; reading vs. scanning; and document quality and utility. Indicators of quality were document length, organization, writing, and format. Utility was judged according to the purpose for ordering the document, whether the document was passed on (if so, to whom and what for), and the document's impact on the requestor's subsequent work activities. User evaluations of ERIC/TM's products tend to be high and indicate that the publications are used as reference tools by educators to keep abreast of the literature. The questionnaire and resulting data are appended. (JAC)

ED 159 279 UD 018 572

Moore, David Thornton
Alternative Schools: A Review. Urban Diversity Series, No. 53.
Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jun 78
Contract-400-77-0071
Note-31p.
Available from-Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, New York 10027 ($2.50)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Alternative Schools, Case Studies (Education), Curriculum Design, *Educational Alternatives, Educational Anthropology, Elementary Secondary Education, *Evaluation Needs, *Experimental Schools, *Program Evaluation, *Research Needs, Research Reviews (Publications), State of the Art Reviews
Identifiers-Ethnography

This paper defines alternative schools, exploring such critical parameters as their organizational context and structure, their curricular focus and pedagogical approach, and their governance. Also reviewed are some of the studies of experimental schools. Prior research is placed in the context of a critique which argues that more detailed information is needed about the quality of everyday life in the programs rather than on traditional evaluative measures of outcomes. The paper has two stated purposes: first, to dispel some of the popular misconceptions about alternative schools by describing various programs and practices that use that term; and second, to impose some conceptual order on the large number of alternatives through a review of some of the dimensions along which these schools vary. The data on alternative schools were gathered through the author's personal experience and through a review of the literature. It is suggested that more ethnographic research be conducted on alternative schools. (Author/AM)

ED 159 301 UD 018 636

Hanson, Gordon P., Ed.

Freedom for Individual Development: An Implementation Model for Reducing Minority and Sex Role Stereotyping.

Wisconsin State Dept. of Public Instruction, Madison. Bureau for Career and Manpower Development.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 77
Note-186p.; For a related document, see UD 018 635; Pages 165-190 of original document, copyrighted materials, have been deleted; Best copy available
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-*Curriculum Development, Elementary Secondary Education, *Ethnic Stereotypes, Individual Development, Manuals, *Models, Racism, Role Perception, *School Role, *Sex Stereotypes, Socialization
Identifiers-*Upper Midwest Regional Interstate Project

This model is for use by State education agencies, local school districts or individual school staffs. It is designed to assess the degree of understanding and awareness of school board members, staff and students in how and why role stereotyping occurs, and how to go about reducing role stereotyping in the school environment. Compiled of materials that address minority group and sex role stereotyping, gathered from six states comprising the Upper Midwest Regional Interstate Project, this model has three sections. Section I discusses the components of minority and sex role stereotyping, how they originate, what purpose they serve and how to recognize them. Section II is the implementation model itself which outlines the process through which state or local education agencies and/or student and parent groups can investigate minority and sex role stereotyping in their school(s). Section III is a resource packet containing sample evaluation and assessment instruments and bibliographies intended to assist in: (1) the definition and discussion of the problems of minority and sex role stereotyping; and (2) the operationalizing of the implementation model itself. (Author/EB)

ED 159 218 TM 007 696

Egelston, Richard L.

A Stochastic Decision Model for Experiments in Discrimination Learning.

Note-103p.; Parts may not reproduce clearly; Best copy available
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Computer Programs, *Decision Making, *Discrimination Learning, Expectancy Tables, *Hypothesis Testing, *Learning, *Mathematical Models, Probability, *Probability Theory, Research Methodology, Tables (Data)

Decisions to terminate training for subjects involved with discrete trial experiments in discrimination learning should utilize a probability criterion rather than a deterministic criterion. Furthermore, these decisions should be based upon the number of correct and error responses made by the subject, with the decision made to terminate training or continue training following each correct response of the subject. The decision model presented in this paper is based upon the binomial and negative binomial probability distributions. The model is particularly useful when subsequent discrimination training is performed, or when between-group comparisons are made. Since terminal runs of varying lengths will be found with different subjects for the same decision level, it becomes possible to experimentally control for the effects of overtraining by holding decision levels constant within groups of subjects. Application of the model is equivalent to testing the hypothesis that a terminal run of correct responses of length x could have occurred on the basis of chance, conditional upon the respective total numbers of prior correct and error responses. Eighty-three tables for four levels of significance are provided. Since the experimenter may wish to use decision levels different from those provided, a computer program is provided for producing tables to different specifications. (Author/CTM)

ED 159 239 UD 018 383

McClure, Phyllis

Title VI and Title IX Compliance by the Office for Civil Rights in State-Operated Special Purpose and Vocational Schools Pursuant to Adams v. Mathews.

National Association for the Advancement of Colored People Legal Defense and Educational Fund, New York, N.Y.

Pub Date-Jul 76

Note-83p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Area Vocational Schools, Elementary Secondary Education, *Equal Education, Handicapped, *Law Enforcement, *Racial Discrimination, School Integration, *Sex Discrimination, Special Education, *Special Schools, State Departments of Education, State Schools, *Vocational Education

Identifiers-Civil Rights Act 1964 Title VI, Education Amendments 1972 Title IX, *Office for Civil Rights

This paper examines the compliance activities of the Office for Civil Rights (OCR) undertaken to eliminate racial and sex discrimination in special purpose schools administered by State departments of education. After reviewing background to non-enforcement of Title VI, and briefly explaining Title IX, the activities of OCR with regard to special purpose schools are discussed. OCR's failure to identify all these schools is examined in a comparison of OCR's 1973 State by State list with the 1967 list compiled by the Equal Educational Opportunities Program (EEOP) and with directories of State education agencies. The case of the Virginia schools for the deaf and blind is described. Compliance with Title VI and Title IX by Area Vocational Education Schools (AVES) is then discussed in terms of fund distribution and access, racial composition of programs, and OCR's compliance efforts. Issues discussed include admissions, recruitment and counseling, job placement and apprentice training, and gerrymandering. Pilot reviews of AVES conducted in five States by OCR (Arkansas, California, Georgia, North Carolina, and Pennsylvania) are examined. In addition, ten compliance reviews, initiated or completed by three regional offices of OCR (Philadelphia, Atlanta, and Dallas), are described for individual schools. It is concluded that OCR must establish a division of State-administered schools in order to enforce Title VI and Title IX compliance. (Author/MC)

ED 159 259 UD 018 535

Cottle, Thomas J.
Busing.
Pub Date-76
Note-143p.
Available from-Beacon Press, 25 Beacon Street, Boston, Massachusetts 02108 ($3.95)
Document Not Available from EDRS.
Descriptors-Administrator Attitudes, Black Attitudes, *Bus Transportation, Case Studies, Community Attitudes, Elementary Secondary Education, *Experience, *Integration Effects, Parent Attitudes, Personal Values, Racial Discrimination, *Racial Integration, *School Integration, Student Attitudes, Teacher Attitudes
Identifiers-*Massachusetts (Boston)

This book is based on the personal accounts of individuals and families involved in different ways in the busing for school integration experience in Boston, Massachusetts. The individuals who speak are both black and white, and include administrators, parents, students, teachers and residents of the city and suburbs. Their stories reflect their life histories as they relate to their current attitudes toward and status in the busing issue. Recurrent themes include racism, personal and family crises, social and economic concerns, parental aspirations for their children, and the children's responses to busing and the atmosphere surrounding it. (GC)

ED 159 280 UD 018 573

Eckstein, Max A.

Schooling in Big Cities: A Comparative International Perspective. Urban Diversity Series, No. 54.

Michigan State Curriculum Committee on Better Human Relations.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jul 78
Contract-400-77-0071
Note-70p.
Available from-Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, New York 10027 ($2.50)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Comparative Analysis, Economically Disadvantaged, Educational Change, *Educational Needs, *Educational Policy, *Educational Problems, Elementary Secondary Education, Immigrants, Minority Groups, Public Education, Urban Areas, *Urban Education, Urban Schools
Identifiers-Canada (Toronto), England (London), Israel (Tel Aviv), Japan (Tokyo), Netherlands (Amsterdam), New York (New York)

This document presents a descriptive comparison of public education in Amsterdam, London, New York, Tel Aviv, Tokyo, and Toronto. These cities are alike in that in each population, money, power, and influence are concentrated. In all these cities a common educational problem has been to deal with the disproportionate number of the poor, recent immigrants, or otherwise marginal students that make up their school populations. Though the compensatory approach dominates the efforts of large city school systems to improve the lot of their deprived and marginal students, policies and practices toward cultural minorities remain problematic. Data collected for this survey indicate that urban school problems are widespread and similar across the developed nations of the world and that there are no quick solutions to the problems. (Author/AM)

ED 159 302 UD 018 639

Jackson, Dorothy J.

Feasibility of an Internship Program for Women and Minorities in Educational Research.

National Inst. of Education (DHEW), Washington, D.C.

Pub Date-10 Mar 78

Note-17p.; Paper presented at the Eastern Educational Research Association (March 10, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Academic Rank (Professional), Educational Research, *Educational Researchers, Equal Opportunities (Jobs), Faculty Development, Faculty Integration, Feasibility Studies, *Females, *Higher Education, *Internship Programs, *Minority Groups, Minority Group Teachers, Research Apprenticeships, Sex Discrimination, Social Discrimination, Women Professors

Women and minority group junior faculty are underrepresented in academia and in the field of educational research. They carry heavier teaching loads than their white male counterparts, suffer from social and cultural discrimination, and are excluded from mentor relationships and the ``old boy network.'' In an attempt to rectify this situation, the Higher Education Resource Services (HERS) conducted a study, funded by the National Institute of Education, to assess the feasibility of operating a one year mid-career internship as a strategy to increase the number of minorities and women in educational research. The proposed internship would emphasize participation on research projects with outstanding senior researchers, collaboration on presentations and publications, on-site and external research training, and professional and peer networking. In order to meet these objectives, the HERS study will continue to survey junior faculty in the science and education departments of four year Mid-Atlantic colleges. The results of this survey, recommendations made by chairpersons and special interest caucus representatives, experiences of administrators working in internship programs, and data collected from a working conference on research will be used to design a model program. Preliminary results indicate that training should concentrate on grantspersonship, policy research, evaluation, statistics and computer usage. (Author/EB)

ED 159 219 TM 007 700

Ramsey, H. Rudy

The Semiautomated Test System: A Tool for Standardized Performance Testing.

Army Aeromedical Research Lab., Fort Rucker, Ala.; Naval Aerospace Medical Inst., Pensacola, Fla.

Report No.-AD-702-903

Pub Date-5 Nov 69

Note-15p.

Available from-National Technical Information Service, Springfield, Virginia 22161 (AD-702 903, HC $4.50, MF $3.00)

Document Not Available from EDRS.

Descriptors-*Computer Based Laboratories, *Computer Programs, Digital Computers, Military Personnel, *Performance Tests, *Personnel Selection, *Psychological Testing

Identifiers-*Computer Assisted Testing, *Semiautomated Test System

For performance tests to be truly standardized, they must be administered in a way that will minimize variation due to operator intervention and errors. Through such technological developments as low-cost digital computers and digital logic modules, automatic test administration without restriction of test content has become possible. A Semiautomated Test System (SATS), incorporating programmable digital logic modules for control, has been developed to allow an experimental psychologist, unassisted and with a minimum of special training, to set up and modify tests or experiments; thus, it is especially useful for exploratory studies. The structure of the SATS is described and photographs of the equipment are included. The procedures necessary to administer a continuous four-choice disjunctive reaction time test are described in order to illustrate a special purpose module. (Author/CTM)

ED 159 240 UD 018 415

Whalen, Maureen

Women, the Poorer Sex.

National Council on Women, Work, and Welfare, Washington, D.C.

Pub Date-May 78

Note-9p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Economically Disadvantaged, *Economic Disadvantagement, *Economic Status, Family Characteristics, *Females, *Income, *Low Income Groups, Racial Differences, *Sex Differences, Statistical Data

The purpose of this document is to present statistics which show clearly that poverty is a women's issue. The position of poor women relative to the total population living below the Federal poverty line is demonstrated. Income levels are analyzed to reveal the percentages of women whose annual income is below $5,000. The relationship of income level to marital status is examined for both men and women. Income levels are then broken down according to sex, race, and age. The correlation between education and income level is also shown. Data on families living below the poverty line are analyzed in terms of the sex and race of the head of household, and the number of children in the household. The number of people living in poverty is described by region. Finally, in addition to statistics on who received medical benefits under the Medicaid program in 1974, statistical characteristics of individuals who receive Aid to Families with Dependent Children (AFDC) are provided, showing age, work experience and education of mother, and ages and number of children per AFDC household. (Author/MC)

ED 159 260 UD 018 538

Sowell, Thomas

Dissenting from Liberal Orthodoxy: A Black Scholar Speaks for the Angry Moderates.'' Reprint Number 59.

American Enterprise Inst. for Public Policy Research, Washington, D.C.
Pub Date-Dec 76
Note-16p.; Not available in hard copy due to author's restriction
Available from-American Enterprise Institute, 1150 Seventeenth Street, N.W., Washington, D.C. 20036 ($0.35)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Affirmative Action, Bias, *Blacks, *Bus Transportation, Disadvantaged Groups, Mass Media, Minority Groups, *Political Attitudes, Racial Balance, Racially Balanced Schools, Social Discrimination, Stereotypes, Supreme Court Litigation, Token Integration

Racial issues such as busing and affirmative action are not supported by most black people despite contrary insinuations by the media. Court ordered busing was not implicit in the 1954 Supreme Court decision which struck down state-imposed segregation. As a result we now have a situation that goes counter to the intent of the original decision. The grand delusion of contemporary liberals is that they have both the right and ability to move fellow creatures around like blocks of wood, in effect denying other peoples' humanity. A similar approach to human problems is applied in the labor market in the Federal affirmative action program. Affirmative action quotas are supposed to compensate minorities and women for past injustices, but there is very little hard evidence that they have that effect. In other related issues the helplessness of the poor, particularly the blacks, is repeatedly invoked to defeat proposed reforms that would enable these people to make their own decisions and eliminate the caretaker'' approach of most programs. As it is, history has proven that blacks have made substantial gains in education, income, employment and housing. These gains have been made primarily through individual effort and in spite of the usually self-serving crusades'' of middle class liberals. (Author/EB)

ED 159 281 UD 018 574

Project Student Concerns: Final Report.
Jefferson County Education Consortium, Louisville, Ky.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-30 Jun 78
Grant-G007603821
Note-259p.; For a related document, see ED 145 066; Parts of pages 138-190, statistical tables, may be marginally legible due to reproduction quality of the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Black Students, *Case Studies (Education), *Discipline, Educational Strategies, Models, Program Descriptions, Secondary Education, *Secondary School Students, *Suspension
Identifiers-*Kentucky (Jefferson County)

This report is concerned with the analysis and implementation of intervention strategies designed to reduce disproportionate suspensions of minority students. As the final phase of a two-phase study, this report consists of three components: (1) continued monitoring of suspension data; (2) field studies in four Jefferson County, Kentucky, public secondary schools selected for their high and disproportionate suspension rates for black students during the first quarter of the 1976-77 school year; and (3) implementation of four different intervention strategies in the four target schools. Field coordinators assigned to each school for the last six weeks of the 1976-77 school year helped staff to plan 1977-78 school activities based on the specific discipline/suspension problems experienced by each school. An intervention strategy was then designed to address the needs of each target school. A complete description of the development of each strategy, the original design, evolution to the final form, and evaluation are included in the model description and evaluation sections of this report. The four field study cases are presented in order to provide a frame of reference for understanding the individual school setting into which each model was introduced. (Author/EB)

ED 159 303 UD 018 640

Griffiths, Audre Winterbottom, John

A Guide to ETS Activities Related to Minority and Disadvantaged Groups, 1970-1977.

Educational Testing Service, Princeton, N.J. Office for Minority Education.

Pub Date-78

Note-29p.; For a related document, see UD 018 434

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Activities, Consultation Programs, *Disadvantaged Groups, Educational Assessment, Educational Diagnosis, Educationally Disadvantaged, *Educational Programs, Educational Research, *Educational Testing, Elementary Secondary Education, Higher Education, *Minority Groups, *Special Programs, Special Services

Identifiers-*Educational Testing Service

This report presents an overview of Educational Testing Service (ETS) activities relating to educational issues among minority and disadvantaged groups. Itemized descriptions of such activities for 1976-77 are categorized as follows: (1) special services to students and institutions; (2) educational and instructional programs; (3) conferences, workshops, and consultations; (4) tests and measurement; (5) interpretive studies; and (6) research and evaluation. Also outlined briefly are a few selected activities for 1970-75. An index of programs is provided. (Author/EB)

ED 159 241 UD 018 434

Bishop, Arthur, Ed.

Focus 2 Bilingual Education.

Educational Testing Service, Princeton, N.J.

Pub Date-76

Note-23p.; Not available in hard copy due to author's restriction

Available from-Educational Testing Service, Princeton, New Jersey 08541 (free)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Achievement Tests, *Bilingual Education, Bilingual Teachers, Community Support, Diagnostic Tests, Educational Assessment, *Educational Planning, *Educational Testing, Elementary Secondary Education, English (Second Language), Inservice Teacher Education, *Minority Group Children, Minority Group Teachers, Non English Speaking, Parent Participation, Preschool Education, *Test Construction

Identifiers-*Elementary Secondary Education Act Title VII

With the passing of Title VII of the Elementary and Secondary Education Act in 1968, a number of school districts turned to the Educational Testing Service (ETS) for help in the area of bilingual education. ETS bilingual specialists began to offer advice and assistance in planning new programs, inservice training, evaluating curricula, and measuring different aspects of bilingual programs. Explained in this document are some of the problems ETS had to consider in providing this assistance: the type of bilingual program best suited to a particular school; the need to establish a program that would receive the necessary local support; and the shortage of qualified teachers. Specific strategies and programs developed, implemented and/or conducted by ETS are detailed. These include language tests, surveys of inservice training programs, minimum proficiency tests for teachers, screening and achievement tests for children, instructional program evaluation, and the development of process and outcome objectives for students in different grades. Some of the established bilingual programs referred to are Mano a Mano,'' the Targeted Achievement Reading Program (TARP), Better Understanding of Educational Needs of Others (BUENO), and CIRCUS (EL CIRCO). (EB)

ED 159 261 UD 018 539

Winter, Ralph K. And Others

Affirmative Action: The Answer to Discrimination? An AEI Round Table Held on May 28, 1975.

American Enterprise Inst. for Public Policy Research, Washington, D.C.
Pub Date-76
Note-45p.; Not available in hard copy due to author's restriction
Available from-American Enterprise Institute for Public Policy Research, 1150 Seventeenth Street, N.W., Washington, D.C. 20036 ($2.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Admission (School), *Affirmative Action, Employment Qualifications, *Equal Opportunities (Jobs), *Equal Protection, Quotas, *Racial Discrimination, *Reverse Discrimination, *Sex Discrimination

The participants in this discussion in addition to Ralph Winter, the moderator, include Owen Fiss and Richard Posner, professors of law; Vera Glaser and William Raspberry, newspaper columnists; and Paul Seabury, professor of political science. These specialists address various legal, ethical and practical issues related to the elimination of racial/ethnic and sex discrimination in employment and admissions through affirmative action programs. Some of the problems which arise in judging superior qualifications and experience among a pool of applicants are mentioned. The subjectivity of hiring decisions is particularly stressed. The issue of reverse discrimination is also explored. Although problems in affirmative action are acknowledged by all discussants, the general consensus is that such programs are necessary if past injustices are to be redressed. (GC)

Coffman, William E. Shigemasu, Kazuo

Appraising School Effectiveness Using a Bayesian Method.

Pub Date-29 Mar 78
Note-38p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Academic Achievement, Achievement Gains, *Analysis of Covariance, *Bayesian Statistics, Curriculum Evaluation, Educational Accountability, *Educational Assessment, *Elementary Schools, Intermediate Grades, *Mathematical Models, *Measurement Techniques, Program Evaluation, Sampling, Standard Error of Measurement, Tests of Significance
Identifiers-Sample Size, *School Evaluation

Appraisal of a school's relative effectiveness is complicated by: (1) the need to control for input differences; (2) measurement error in input measures; and (3) small sample size within schools. This study compares the performance of two successive cohorts in 19 schools in a small midwestern city on the five Iowa Tests of Basic Skills using both a classical analysis of covariance and a Bayesian method. The Bayesian estimates were less different from cohort to cohort than the classical estimates and they were more consistent with expectations based on knowledge of school practices. (Author/CTM)

ED 159 282 UD 018 579

Rules Prescribed by the State Board of Education Establishing Requirements and Procedures for the Elimination and Prevention of Racial Segregation in Schools.

Illinois State Office of Education, Springfield.
Pub Date-Feb 76
Note-17p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Anti Segregation Programs, *Board of Education Policy, Elementary Secondary Education, Public Schools, *Racially Balanced Schools, *School Integration, *State Boards of Education
Identifiers-*Illinois

Included in this document are: (1) definitions of the terms desegregation,'' metropolitan'' or multi-district plans,'' non-compliance,'' non-conformance,'' racial composition,'' and school authority''; (2) desegregation report and conformity requirements; (3) details of a corrective plan; (4) content requirements and submission procedures; (5) plan review and amendment guidelines; and (6) enforcement conditions. These rules are intended for application in all Illinois public elementary and secondary schools. (EB)

ED 159 221 TM 007 703

Faggen, Jane

Decision Reliability and Classification Validity for Decision Oriented Criterion-Referenced Tests.

Pub Date-Mar 78

Note-101p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

EDRS Price MF-$0.83 HC-$8.01 Plus Postage.

Descriptors-Bayesian Statistics, *Criterion Referenced Tests, Item Analysis, Item Banks, Item Sampling, *Mastery Tests, *Mathematical Models, Test Construction, *Test Reliability, *Test Validity

Formulas are presented for decision reliability and for classification validity for mastery/nonmastery decisions based on criterion referenced tests. Two item parameters are used: the probability of a master answering an item correctly, and the probability of a nonmaster answering an item incorrectly. The theory explores the relationships of reliability and validity to test length, cutting scores, and the two item parameters. The model handles the cases in which the item pool either contains items with equal or with unequal item parameters. A guide is presented to enable practitioners to generate reliability and validity matrices for heterogeneous item pools. Bayesian methods are explored. (Author/CTM)

ED 159 242 UD 018 438

Taylor, L. J.

The Exploits Valley Project: An Examination of Abilities and Family Environments of Children. Research Bulletin No. 76-009.

Institute for Research in Human Abilities, St. John's (Newfoundland).
Pub Date- 76
Note-38p.; For a related document, see UD 018 439
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Academic Achievement, Academic Enrichment, *Compensatory Education Programs, *Disadvantaged Youth, Educational Disadvantagement, Elementary Education, Family Background, *Family Environment, *Family Influence, *Low Achievement Factors, Needs Assessment, Socioeconomic Influences
Identifiers-Concept Assessment Kit Conservation (Goldschmid), Illinois Test Of Psycholinguistic Abilities, *Newfoundland, Wechsler Intelligence Scale For Children (Revised)

A sample was taken of 120 children in grades 1, 3, and 5 in two rural Newfoundland communities. To examine behaviors related to school success, the Wechsler Intelligence Scale for Children (Revised), Illinois Test of Psycholinguistic Abilities, and the Concept Assessment Test were administered to all subjects. In order to assess the correlation between low achievement and family variables, father's and mother's education and occupation, the number of children in the family, and the household composition were examined. Parent interviews were conducted to understand the relationship between home environment and school success. Achievement press, language models, academic guidance, activeness, intellectuality, and work habits of the family were studied. It was concluded that the children from one of the schools showed environmental impoverishment. Studies of low socioeconomic status (SES) children between the ages of three and six show they are intellectually retarded and do not later make significant gains in school. The most widely endorsed strategy for helping them is enrichment. However, because of lack of time, the objectives of compensatory programs must be limited to learning experiences that will promote school success. Research clearly indicates that it is only through direct teaching programs and involvement with the home that the low SES child makes significant gains in school success. (Author/MC)

ED 159 262 UD 018 540

Sheridan, E. Marcia

Children's Perception of Sex Stereotyping in Elementary School.

Pub Date-11 Mar 78

Note-26p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Academic Achievement, Bias, Class Activities, Elementary Education, Reading Achievement, *School Surveys, Sex Differences, *Sex Role, *Sex Stereotypes, Student Attitudes, Teacher Attitudes

A study of 663 children in grades 2 through 6 was conducted to determine how children perceive sex roles related to school and classroom situations. The children, taken from thirty classrooms in six different elementary schools, responded to a questionnaire suitable for non-readers. An experimenter read 18 questions to the children who marked an answer with visual representations of boys or girls. Children were asked whether boys, girls, or both boys and girls were perceived in certain classroom roles. The research inference was that if one sex or the other was perceived by the children to predominate, then sex stereotyping might be attributed to the area of the question. The children's responses indicated that sex stereotyping is very much a part of the elementary school curriculum. Certain activities are being limited, not by a child's ability but by gender, and a differential system of reward and punishment is being applied on the basis of sex. The only area in which children reported little sex stereotyping was in their perception of who was smarter (Author/EB)

ED 159 283 UD 018 580

Goettel, Robert J. And Others

A Comparative Analysis of ESEA, Title I Administration in Eight States.

Syracuse Research Corp., Syracuse, N.Y.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-SRC-TR-77-564
Pub Date-Oct 77
Contract-400-76-0057
Note-284p.; For a related document see ED 147 984 Contains occasional light type
EDRS Price MF-$0.83 HC-$15.39 Plus Postage.
Descriptors-*Comparative Analysis, *Compensatory Education Programs, Educational Policy, Federal Programs, Government Role, Management, *Program Administration, Program Coordination, Program Development, *Resource Allocations, *State Action
Identifiers-*Elementary Secondary Education Act Title I

This report is a comparative analysis of the administration and implementation of Elementary and Secondary Education Act Title I programs in 32 local school districts in 8 states (un-named). The goal of the study was to explain and understand the major and diverse aspects of administrative behavior at the three levels of Title I program management responsibility Federal, State and school district/school building. Efforts were made to: (1) determine the nature of State administrative policy and practice; (2) analyze the factors influencing different State Title I administrative policies and practices and the consequences of such differences for local Title I administration; and (3) suggest appropriate future strategies encompassing possible changes in Federal Title I legislation, guidelines, and administrative procedures. Topical areas of Title I administration were separated into two broad categories: the funds allocation issues and the program development issues. Suggestions are offered for enhancing Federal impact on compensatory education for disadvantaged children. (Author/AM)

ED 159 222 TM 007 704

Smith, Douglas U.

The Effects of Various Item Selection Methods on the Classification Accuracy and Classification Consistency of Criterion-Referenced Instruments.

Pub Date-Mar 78

Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Criterion Referenced Tests, *Item Analysis, Item Sampling, Mastery Tests, *Mathematical Models, *Test Construction, *Test Reliability, *Test Validity

Identifiers-Latent Trait Theory

This study examined the effects of certain item selection methods on the classification accuracy and classification consistency of criterion-referenced instruments. Three item response data sets, representing varying situations of instructional effectiveness, were simulated. Five methods of item selection were then applied to each data set for the purpose of selecting a best subset of items. Parallel forms of an instrument were then constructed and two measures of test quality obtained: the proportion of correct classifications, and the mean split-half coefficient of agreement. Results indicated that methods yielding the best accuracy and consistency varied across the situations of instructional effectiveness. When a ``fair amount'' of variability is present in the distribution of test scores, as was the case in Situation 3, the point-biserial correlation method was superior to the other methods. However, in true mastery learning situations, approximated in Situation 2, the Cox and Vargas method of item selection is to be recommended. Finally, in those situations where instruction is relatively ineffective, as was the case with Situation 1, the Brennan and the phi coefficient methods tended to yield the best instruments. (Author/CTM)

Nandan, Yash

The East Indian Family in American City and Suburb.

Pub Date-22 Apr 78
Note-49p.; Paper presented at the Annual Conference on Ethnic and Minority Studies (6th, La Crosse, Wisconsin, April 19-22, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Acculturation, Children, Cultural Background, Cultural Differences, Cultural Pluralism, *Culture Conflict, Ethnicity, Family Characteristics, *Family Life, Family Role, *Immigrants, *Indians, Religious Cultural Groups, Sex Role, *Social Adjustment

The East Indian family in the United States may be understood in terms of its ethnicity and the international character of its migration. East Indians, like other immigrants, possess certain experiential traits that make them vulnerable to ``Anglo-conformity.'' Indo Americans participate in American society, while retaining ethnic/cultural identity in religion, festivals, food and other personal habits. This ethnicity continues to be maintained in a core of small East Indian communities in major American cities. In the early 1970s, the East Indian population in the United States increased greatly. Prior to that time, economic need had brought some East Indian students to American universities. Many of these students later brought their wives and families to live here. A second type of immigrant are those trained and educated in India, who have come to the U.S. as permanent residents. Despite their level of education, the process of assimilation and acculturation has come as a shock to these Indians, and has resulted in a breakdown of traditional family structure. Wives are isolated, marital relations are strained, intermarriages are becoming more frequent, children are exposed to an education considered less disciplined than that in India, and the family may adopt habits that would be deemed vices in India. The future survival of the traditional East Indian family in America is therefore uncertain. (EB)

ED 159 243 UD 018 441

The Advocate: The Need for Advocacy; Case Advocacy; Issue Advocacy; Legislation and Regulations: Consumer Rights; Where to Find Information and Assistance Related to Child Advocacy and Social Services.

Advocates for Children of New York, Inc., Long Island City.
Pub Date-77
Note-40p.
Journal Cit-The Advocate; Win 1976/77
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Case Studies, *Child Advocacy, Elementary Secondary Education, *Handicapped Students, Laws, Legal Aid, Parent School Relationship, Privacy, Referral, School Services, Social Services, Social Workers, *Student Records, *Student Rights, *Student School Relationship
Identifiers-*New York

In this journal issue, the need for child advocacy and the roles of advocates are examined. The Statewide Youth Advocacy Project is explained. Case studies illustrating the role of the advocate as mediator between parent/student and school authorities are presented. The question of how parents and students secure their rights by appeal is discussed. The problem of exclusion of children from public schools is examined in terms of both suspension and internal exclusion by use of inappropriate curricula. Community schools, school mental health services, a school-run special education program, and community school board elections are also discussed. Legislation and regulations, both Federal and State, relating to the rights of handicapped students are outlined. The principle of least restrictive environment, the system of due process appeal, and the Individual Educational Program are explained. A calendar of compliance with the law on the handicapped is given. The role of Committees on the Handicapped is described, including information on the referral process. Parents' and students' right to access to school records is illustrated with case studies. Federal and State laws on family rights are outlined, as are New York City regulations. Finally, a guide to procedures is given for social workers/case advocates. (MC)

ED 159 284 UD 018 582

Urban Education Studies, 1977-78 Report.

Council of the Great City Schools, Washington, D.C.; University Council for Educational Administration, Columbus, Ohio.

Spons Agency-Spencer Foundation, Chicago, Ill.

Pub Date-May 78

Note-53p.

Available from-Urban Education Studies, 3700 Ross Avenue, Dallas, Texas 75204 ($2.00)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Bilingual Education, Case Studies (Education), Community Resources, Curriculum Development, Economically Disadvantaged, *Educational Alternatives, *Educational Change, Elementary Secondary Education, Faculty Development, Federal Aid, Government Role, *Program Descriptions, *Program Development, Program Evaluation, School Community Relationship, Student Teacher Relationship, *Urban Education, Urban Schools

Identifiers-California (Oakland), Georgia (Atlanta), Multicultural Education, Ohio (Toledo), Texas (Dallas), Wisconsin (Milwaukee)

This pilot-year report comments on the efficiency and current status of strategies for improved urban education. By pooled judgement and survey methodologies, program data from thirty cities, student interviews from site visits, and study team observations of five city districts (Atlanta, Dallas, Milwaukee, Oakland and Toledo) are examined. Urban demographic data, including ethnic characteristics of student populations, are presented. Successful programs focusing on educational alternatives, the arts in education, developments in the basic skills, bilingual and multicultural education, staff and curriculum development, and use of community resources are described. Federal funding, greater teacher-pupil understanding, utilization of out-of-school experiences, and general systems renewal strategies are cited as essential for successful revitalization of urban education. Future procedures and emphases in urban education, as well as the role of this type of study, are outlined. (KR)

ED 159 223 TM 007 706

Olejnik, Stephen F. Porter, Andrew C.

Estimating Treatment Effects and Precision for Quasi-Experiments Assuming Differential Group and Individual Growth Patterns.

Pub Date- Mar 78

Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Academic Achievement, *Achievement Gains, *Analysis of Covariance, Analysis of Variance, Comparative Statistics, Hypothesis Testing, *Mathematical Models, *Reliability, *Research Design, Sampling, Standard Error of Measurement, Test Reliability, Tests of Significance

Identifiers-Fan Spread Hypothesis, *Quasi Experimental Research, *Sample Size

The statistical properties of two methods of estimating gain scores for groups in quasi-experiments are compared: (1) gains in scores standardized separately for each group; and (2) analysis of covariance with estimated true pretest scores. The fan spread hypothesis is assumed for groups but not necessarily assumed for members of the groups. Sample

ED 159 264 UD 018 542

Selakovich, Daniel
Ethnicity and the Schools: Educating Minorities for Mainstream America.
Pub Date-78
Note-157p.
Available from-Interstate Printers and Publishers, Inc., Danville, Illinois 61832 ($5.95)
Document Not Available from EDRS.
Descriptors-American Indians, Blacks, Cultural Pluralism, *Educational Philosophy, *Educational Practice, *Educational Principles, Equal Education, Ethnic Groups, *Ethnicity, Historical Reviews, Mexican Americans, Public Schools, *School Responsibility, *School Role

The major theme of this book is that those who work in the schools should treat students equally and have a commitment to basic education for all children. Ethnicity should be considered a private matter in which the schools should remain neutral. First, the resurgence of ethnicity is examined. Ethnicity is defined and the shift in emphasis from melting pot to corporate pluralism is described. The role of the schools in promoting ethnicity is examined. A brief history of ethnics in schools covers the ideas of the American dream,'' the melting pot

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- Ability Grouping in America: The Present Perspective. ED 158 395//
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- Focus on Parent/Child: Extending the Teaching Competence of Urban Aboriginal Mothers. ED 158 875

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- A Logical Approach to the Testing of Deductive and Inductive Abilities. Technical Study 77-7. ED 159 181
- You Know More of a Road If You Travel It. ED 158 156

Abstraction Tests
- A Logical Approach to the Testing of Deductive and Inductive Abilities. Technical Study 77-7. ED 159 181

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